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ABSTRACT

In 2002, Catching the Dream (CTD) provided college scholarships to 208 American Indian students as well as grants to improve education in schools that serve Native students. This annual report describes CTD's programs and activities in 2002. Contents include short descriptions of CTD's scholarship, fellowship, and internship programs; describe grants awarded to schools that have outstanding educators, reading programs, advanced math and science programs, and several types of school improvement projects; list tribal casinos that support CTD; and present tips on finding scholarships and writing the scholarship application essay. Instructions for applying to CTD are given. CTD graduates for 2002 are listed, and accomplishments of six graduates are described. Also listed are the 208 scholarship recipients for 2002, 152 foundations that provided support to CTD, the CTD board of directors, 123 corporations providing support, scholarship and college directories, 24 exemplary programs in Indian education, 11 exemplary Indian high schools, 16 books on getting ready for college, and 12 scholarship Web sites. Upcoming conferences, seminars, and Native youth events are described. A financial statement and an application form for exemplary program awards are included. (SV)

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ED 471 930

CTD

Catching the Dream

the native scholar

Fall 2002

2002 Catching the Dream Annual Report

Nightfire

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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Providing scholarships and improving schools in the Native American community.

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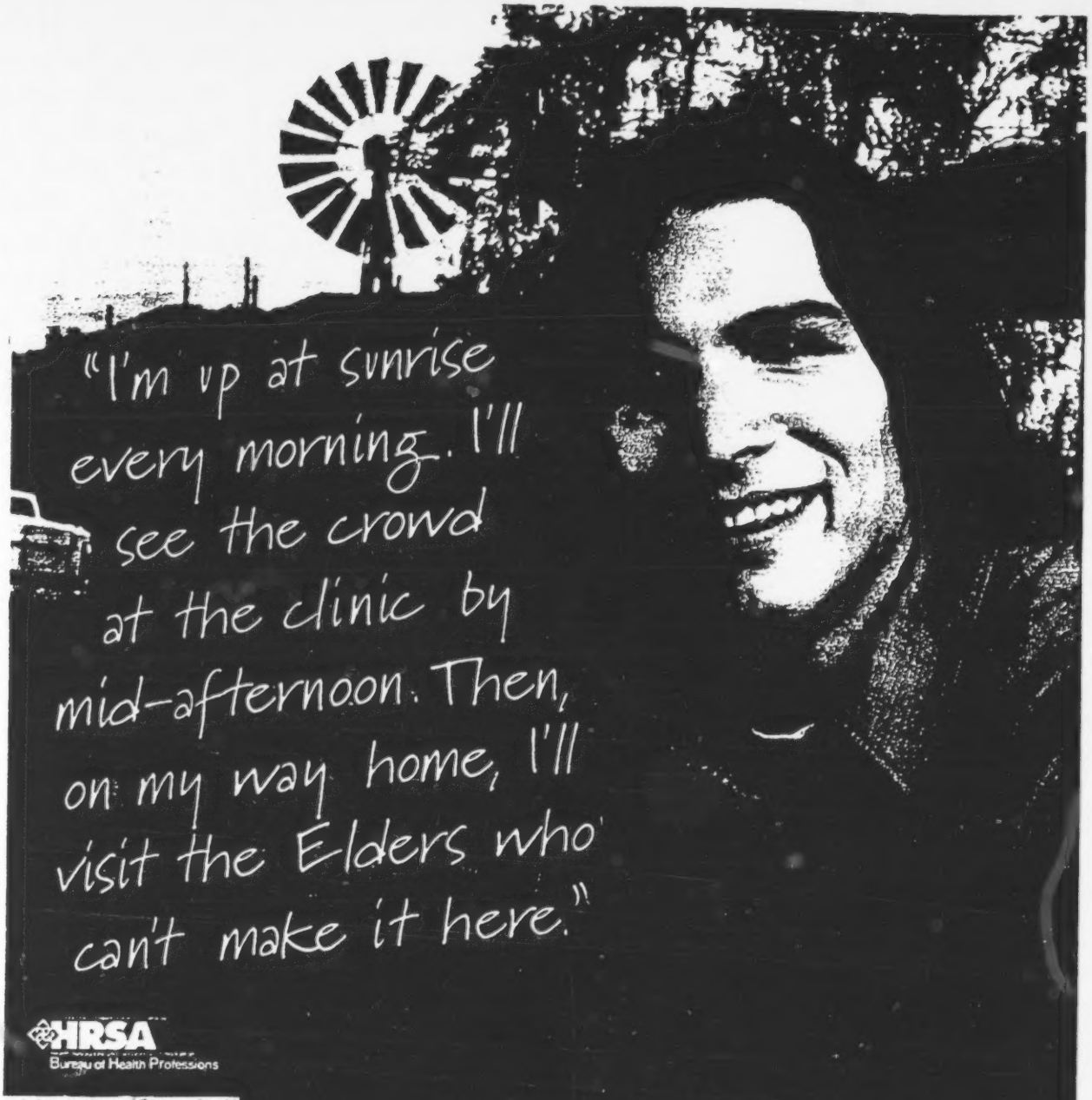
"I'm up at sunrise every morning. I'll see the crowd at the clinic by mid-afternoon. Then, on my way home, I'll visit the Elders who can't make it here."

HRSA
Bureau of Health Professions

...I can't imagine life any other way

Right now, the National Health Service Corps is looking for health professions students with an extraordinary desire to make a difference. More than 2,300 NHSC clinicians provide primary and preventive health care to 3.6 million people in underserved communities. But that still leaves 53 million children and adults out in the cold.

That's why the NHSC is offering scholarships to eligible primary care health professions students. They make it possible for you to get a job working in an underserved community, and help pay for your education.

National Health Service Corps
AMERICA'S HEALTH CARE HEROES

Call **1-800-221-9393** or visit us online at http://nhsc.bhpr.hrsa.gov/native/ to apply today.

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ABOUT THE COVER ARTIST

Sam English, an Ojibwa Indian artist, is a descendant of both the Turtle Mountain Band and the Red Lake Band of Ojibwa Indians. Of his painting, Sam says, "It's a feeling that I've had all my life. I've wanted to paint all my life."

The works of Sam English are bright, bold and captivating. He is an Indian who paints Indians in his own colorful way. He uses the stars, the night sky, the wind, the bright sun and the ever present Indian people. The elements that recur throughout his paintings are bright color, feathers, sunglasses and robes.

Sam says of his paintings, "My Indians are reservation Indians, urban Indians; they are Indian people that I have crossed in my past, some are good experiences, some bad...Indian people have been in a state of transition that has created great tragedy that persists today..."

Sam believes that art is the foundation of language and has used his images to inspire spirituality, family and community. He has donated his artistic talents to scores of Indian service organizations for their conferences on domestic violence, alcohol abuse, drug abuse and wellness. He also takes time to talk to groups about positive self-esteem and escaping the clutches of alcoholism.

Certainly a meaningful role model for all Indian people, Sam English currently lives and paints in Albuquerque, New Mexico.

ABOUT THE STAFF

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Diane Cooka-Boyd, Development Assistant
Sandy Timmons, Development Assistant
Mary Phillips, Recruitment Secretary
Elva Franco, Mail Clerk

HOW TO ADVERTISE

To receive an advertising rate sheet, contact us by fax, phone, e-mail, or mail. We will accept your art or your ad on disc. For technical specifications call us at (505) 262-2351

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Editor and Publisher: Dean Chavers, Ph.D.

SUBMISSION OF MANUSCRIPTS

We encourage the submission of articles about personalities, problems, solutions, schools, colleges, issues, and success stories in Indian education. Use the Associated Press Style Manual guidelines. Articles should be one-quarter page or shorter. Only major articles should be more than one-quarter page. If you have questions, call the Editor, Dr. Dean Chavers, at 505-262-2351, or e-mail him at NScholarsh@aol.com.

Please include a head-and-shoulders shot in black and white of the author and a biography of 25 words or less. Please include your address and phone number with each article. There is no limit on the number of articles one author may submit for each issue.

From The Director

This past year, despite the setbacks of a staff reduction and a decline in income, was a really great one for CTD. In fact, it was probably the best year we have had in our 16-year history.

First of all, we had a record attendance at the Exemplary Institute (EI). In 2000 we had 68 people at the EI, in 2001 we had 111 people at it, and this year we had 232-an increase of 108% in one year! This conference is transforming Indian education. The EI takes people who have exemplary programs (see page 39) and uses them to train others how to accomplish similar results.

The movement to improve Indian schools is clearly a social movement, with all the problems, barriers, fears, and opponents of any other social movement. There are many people out there who are locked into the status quo and who resist change. The most obvious opponent of change is the federal government, which wants to keep its Indian fiefdom forever, it seems to me. But the Exemplary movement is clearly working. We worked with the Arizona State Impact Aid Association (ASIAA) to produce a highly successful Institute. Supt. Larry Wallen and his assistant Ms. Evelyn Meadows did an outstanding job on the conference, as did Ms. Beverly Crowe of the Gallup-McKinley County Schools. Thank you all.

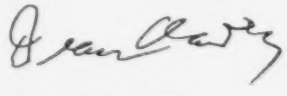
Second, the numbers of Exemplary Programs in Indian Education (EPIEs) has grown dramatically. The results of the EI after only seven years are astounding, with 24 EPIEs now in existence, compared to none 15 years ago. Many of the current group are people who have attended the EI in the past. At least seven of the new projects (new since 1999) have attended the EI.

Third, the grant programs that CTD operates are having some dramatic effects on Indian schools. One of the Golden Star Attendance projects this year, Inchelium School District, WA, had great results, with middle school attendance going from under 81% five years ago to 89% this year. The elementary school attendance rate was 93% and high school was 88% in FY 2002.

Over 25 schools have started reading programs to promote reading for Indian students. This is probably the most serious problem in Indian schools. Students enter ninth grade reading at a fourth grade level, and can not understand the schoolwork. Too often they drop out.

One of the reading programs at an elementary school last year had an increase in the number of books read by the Indian students from under two to over 40! The payoff for this accomplishment will come in ten years, when these students stay in high school and are graduated, then go to college.

We could not be successful with CTD without the support of all the people who believe in us. From the bottom of my heart, let me thank every donor who sent $10 or $10,000, and every foundation and corporation that made grants to us this past year. We will keep growing and affecting more and more students each year.



- Dean Chavers, Ph.D.

TRIBAL SUPPORT FOR CTD

Supporters frequently ask if CTD gets support from tribes and casinos. We are happy to report that 22 of the 45 large tribal casinos - 49%!!! - fully support CTD with grants and gifts. (We define large as having at least 1,000 slot machines.)

This is perhaps the highest success rate in fund raising ever achieved. In contrast, we get support from 10-15% of our individual donors and 25-28% of our foundation and corporation donors each year.

Tribes understand the importance of developing trained Indian professionals in the fields critical to the future of Indian people. We thank them for their support, which in some cases has been coming for over ten years.

The following list is the tribes and casinos that have given grants and gifts to CTD:

1. FOXWOODS CASINO, Mashantucket Pequot Tribal Nation, CT
2. MYSTIC LAKE CASINO, Shakopee Mdewakanton Sioux Community, MN
3. BARONA CASINO, Barona Band of Mission Indians, CA
4. ADA GAMING CENTER, The Chickasaw Nation, OK
5. ROYAL RIVER CASINO, Flandreau Santee Sioux Tribe, SD
6. LEELANAU SANDS CASINO, Grand Traverse Band of Ottawa and Chippewa Indians, MI
7. NINILCHIK TRADITIONAL COUNCIL, AK
8. TURNING STONE RESORT CASINO, Oneida Indian Nation, NY
9. ONEIDA BINGO AND CASINO, Oneida Tribe of Indians, WI
10. CITIES OF GOLD CASINO, Pojoaque Pueblo, NM
11. SANDIA CASINO, Sandia Casino, NM
12. SANTA ANA STAR, Santa Ana Pueblo, NM
13. VIEJAS CASINO, Viejas Indian Reservation, CA
14. CLIFF CASTLE CASINO, Yavapai-Apache Tribe, AZ
15. SPEAKING ROCK CASINO, Ysleta del Sur Pueblo, TX
16. BLUE WATER CASINO, Colorado River Indian Tribes, AZ
17. THE ALEUT CORPORATION, AK
18. THE CIRI FOUNDATION, AK
19. ABSENTEE SHAWNEE TRIBE, OK
20. CASINO MORONGO, Morongo Band of Mission Indians, CA
21. SAN MANUEL INDIAN BINGO AND CASINO, San Manuel Band of Mission Indians, CA
22. TREASURE ISLAND RESORT AND CASINO, Prairie Island Indian Community, MN

CTD SCHOLARSHIP PROGRAMS

CTD has three scholarship programs-the **MESBEC** program, the **NALE** program, and the **TBM** program.

The **MESBEC** program is the oldest CTD program. The six priority fields are math, engineering, science, business, education, and computers. Science includes all the medical fields. These fields are the ones in which tribes need graduates the most, and the fields in which there are the fewest Indian graduates. Every one of the students who have been graduated with these degrees with CTD help are working, over 85% for tribes or tribal organizations.

The **Native American Leadership in Education (NALE)** program is for Native students who are paraprofessionals in Indian schools, and who plan to complete their degrees in education, counseling, or school administration. Since only 7% of teachers in reservation schools are Indians, the need for more Indian teachers is huge.

The **Tribal Business Management program (TBM)** is for students in business, finance, management, economics, banking, hotel management, and related fields who plan to work in economic development for tribes.

Students applying to any of these three programs are **required to apply for all other sources of funds**, write a comprehensive essay about themselves and their plans, and provide proof of high school completion, college admission, and tribal enrollment.

"All other sources" includes federal financial aid, tribal scholarships, private scholarships, loans, and grants. **The search for scholarships must be exhaustive,** using the internet, printed scholarship directories, and identification of scholarships in the student's local community. (See page 6)

The world of scholarships is not equal. Certain fields are much more popular than others.Engineering students can find 40 or more scholarship sources. Medical and business students can find up to 25. Education students can find up to 20, as can social science students. Liberal arts students will do well to find 10.

The range of CTD scholarships is from $500 to $5,000 per year. The scholarships are based on merit, not need. Competition is very intense now, with only 65% of students winning in the Fall 2002 competition.

All applicants use the same application form. Students must be attending college full time. The colleges they attend must be in the U. S. and be fully accredited. Students who are awarded scholarships never have to apply again; the scholarships are for life. Study must be at the college level, and can range from bachelor's degrees to postdoctoral study.

Students in all grades must have excellent grades, high ACT or SAT scores, some work experience, a track record of leadership, and a strong commitment to their Indian community.

If you are a student who can benefit from a CTD scholarship, let us hear from you. The sixth grade is not too early for you to start planning.

While there are hundreds of fellowships for Native students, the following ones may be of special interest.

FELLOWSHIPS AND INTERNSHIPS

The New York University School of Medicine has an endowed scholarship for a Native American student to attend medical school. The Dr. Delores Danilowicz and Dr. Hugh Paul Gabriel Scholarship Fund is an endowed fund, the income of which will be used to support deserving and needy students at the School of Medicine. Preference is given to Native Americans in the selection of scholarship recipients. The award was first given in the Fall of 2001. The amount of the award is $3,000 and up.
Contact Raymond Brienza, Dean of Admissions, NYU Medical School, 550 First Avenue, New York NY 10016, (212) 263-5794, 1-(800) 422-4483, fax (212) 263-8426.

The American Indian Graduate Program at the University of California at Berkeley has programs in 14 different schools and colleges on the Berkeley campus, ranging from Business to Social Welfare. Contact the program at 316 Sproul Hall, #5900, University of California, Berkeley, CA 94720-5900, (510) 642-3228, fax 643-8909, e-mail aigp@uclink.berkeley.edu.

The Native American Health Policy Fellowship Program gives Native health professionals up to $40,000 a year to learn more about the development of health policy in the nation's capital. Contact Ms. Priya A. Helweg, The Henry J. Kaiser Family Foundation, 1450 G Street, NW, Suite 250, Washington DC 20005, (202) 347-5270, fax (202) 347-5274, e-mail phelweg@kff.org.

The Multicultural Fellowship Program gives young professionals of color the opportunity to exercise leadership in grantmaking and community development. Salary is $38,000 to $43,000 annually. Contact the Fellowship Coordinator, Ms. Jamilla Washington, at The San Francisco Foundation, 225 Bush St., Suite 500, San Francisco CA 94104-4224, (415) 733-8500, fax (415) 733-2783, e-mail fellowship@sff.org.

The Minority Engineering Mathematics and Science (MEMS) of the University of New Mexico is a summer bridge program for entering minority freshmen who are interested in careers in engineering, mathematics, and science. The program runs for four weeks and the participants can earn six hours of credit. For information contact Mr. Tom Cummings, Minority Engineering Programs, Engineering Annex Room 211, University of New Mexico, Albuquerque NM 87131-1381, (505) 277-8795, fax (505) 277-5476.

The National Physical Science Consortium (NPSC) offers Graduate Fellowships in the Physical Sciences and related engineering fields. It is a six-year doctoral program at 109 leading universities. It provides stipends and summer employment; stipends are $12,500 a year for the first four years and $15,000 a year for the last two years. Minimum 3.0 GPA. Deadline November 5. Contact Mr. Gene Bailey, NPSC, Student Recruitment Office, MSC 3NPS, Box 30001, Las Cruces NM 88003-8001, (800) 952-4118, fax (505) 646-6097, e-mail npsc@npsc.org.

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STUDENT REFUSES SCHOLARSHIP

For the first time this year, we had a student who won a scholarship from CTD and then refused it. In her letter, the student said "I have received a large scholarship from Harvard University and assumed that other Native students would need any available monies more than I would need them."

Her scholarship was awarded to another student.

HOW TO FIND SCHOLARSHIPS

As you will find repeated elsewhere in this issue, there are over 50,000 private scholarships in the U. S. Students who are over the $30,000 limit for family income for Financial Aid should rely on these sources for much of their college expenses.

Unfortunately, Indian students in general do not even know about private scholarships. This is not surprising, since we have calls on a daily basis from high school counselors, college counselors, Financial Aid staff, principals, parents, superintendents, and others who do not know about scholarships.

Private scholarships for a long time were the province of the rich, the well-to-to, and the politically connected. Sons and daughters of college faculty, for instance, had access to knowledge of how to land scholarships.

After World War II, however, higher education and scholarships have grown to a much bigger size than anyone could have imagined in 1940. Under 10% of 18-year-olds in 1940 went on to college. Today, 67% go on to college.

The number of scholarships and the nature of scholarships have changed accordingly. They are no longer the province of the rich Anglo part of the population. More and more of them actively reach out to ethnic minority populations, whom they have traditionally underserved in the past.

There are four ways to find scholarships: (1) on the Internet, (2) using scholarship directories, (3) in your local community, and (4) from your intended college.

THE INTERNET. More and more scholarship web sites are coming online today. The serious searcher will find that the Internet is invaluable. You can expect to find 25% to 50% of all your eligible scholarships on the Internet.

SCHOLARSHIP DIRECTORIES. There are over 700 different scholarship directories published in the U. S. Most of them are highly specialized, such as scholarships for international study, or for athletes, or for musicians. Only a handful have comprehensive information.

Your high school library should have a set of the half-dozen or so of the comprehensive directories. If it does not, put in a written request to your librarian to buy them right away. Be persistent. The whole set can be had for $300 or less. Look elsewhere in this issue for how your high school library can apply for a free set paid for by the Mead Foundation Scholarship Directory Project (page 13).

If your high school library does not have a set of scholarship directories, your nearest college library should have a set. When you find them, use the index in the back of the books to look under every possible category of scholarships for which you are eligible.

For instance, if you are majoring in biology, look under science, biology, Native Americans, American Indians, health sciences, women (if you are a woman), minorities, your state, etc. You will find 50% or more of your scholarships from directories.

YOUR COMMUNITY. Many of the civic clubs and companies in your community have scholarships. The Elks, the Soroptimists, the Lions, the Moose, the VFW, the DAR, Wal Mart, K Mart, churches, and many others, have scholarship programs. One of our students, Kristin Birkenfeld, who is now a math teacher in Shawnee OK, found 15 scholarships in her local community! You should find 25% or more of your scholarships in your local community.

YOUR COLLEGE. More and more colleges are listing the scholarships they have available. The University of Oregon, for instance, has a free booklet that lists its scholarships by school and department.

Put the scholarships you find in a chronological database. DO NOT write letters to all of them at one time. Write to each one eight weeks before its deadline requesting information and an application. If they have a March 30 deadline and you contact them in September, do not expect to get a response. They are mostly unpaid volunteers, in business only a small part of the year, three to four months.

If you do not hear from them within three weeks, contact them again. If you still do not hear in another two weeks, start to panic. Call, fax, and e-mail them every day requesting the application packet. Try to make sure you have it with three weeks to go.

Most of them will want an essay from you. Make this the best piece of writing you have ever done. We will help you with this process. Send us your essay for a free critique.

$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$

SCHOLARSHIPS, SCHOLARSHIPS

Did you know that there are over 50,000 scholarship organizations in the U. S.? Did you know they give away over **$8 BILLION** a year in scholarship funds.

Did you know that there is no limit on how much scholarship money you can win? Do you know what the most important part of the application process is?

Does your high school library have a full set of scholarship directories? If not, request the librarian to order them. Have your librarian to apply to CTD for a grant to buy directories.

Do you know how to use the Internet to find scholarships? Have your identified the scholarships available in your local community?

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TIPS ON WRITING YOUR ESSAY

CTD receives hundreds of essays each year and thousands of phone calls asking for advice about how to write an essay and thereby win scholarships. We require students to **APPLY FOR ALL SOURCES OF FUNDS FOR WHICH THEY ARE ELIGIBLE.**

Here are some of the most important things for you to think about in writing your essay.

1. **Be very specific, not general.** The more specific you are the better the essay will be. Don't mention your spouse without giving the person's name. Don't just say you have three children; list their names and ages, even their characteristics.

2. **Be very personal.** Mention names, dates, persons, events, times, and other things to **paint a word picture** about you. Make it possible for the reader to see you in their "mind's eye." Being very impersonal is a huge mistake. Don't mention anyone without giving the person's name-mother, father, son, daughter, spouse, teacher, etc.

3. **Be very goal oriented.** Applicants seeking money to go to college are not nearly as successful as applicants seeking funds to be an engineer, a doctor, a teacher, a nurse, and so on. In other words, this is being specific about your career. If you have no idea what you want to do with your life, come as close as you can, and go with that. If you think you want to be an architect, it is better to plan to do that and change your mind later than to have no plans as you seek scholarship funds.

4. **Leave no questions unanswered.** This is a common mistake. To take one example: "My husband and I moved from Tohatchi to Albuquerque three years ago" with no further explanations about this sentence. This generates the following questions in the mind of the reader: What is your husband's name? Why did you move to Albuquerque? What type of work does your husband do? Is he supportive of your efforts to get a college degree? Was it a positive move or a negative move-was the law after you in Tohatchi?

5. **Name names.** Don't just say something about your counselor in high school; give the person's name and something about him, such as the fact that he has been at the school for 12 years and has sent hundreds of students off to college successfully. Give the names and occupations of your siblings and offspring, their occupations, their roles in your life, and so on.

6. **MAKE THEM CRY.** Most of the students we serve have had some trauma in their lives. It might have been a death of the father, domestic abuse, problems with alcohol or drugs by someone in the family, poverty, separation or divorce, problems with the law, and so on. If you have had to cope with something like that, you need to go into detail and explain it. For instance, a lady called us to ask for help with her son, who wants to get a master's degree. When we told her to make the essay readers cry, she asked, "Then should I tell them how my husband died and left me and my son and daughter with little support, and how they struggled to finish high school and now both have college degrees?" Yes, absolutely. We would give you the same advice.

CTD SCHOLARSHIP STATISTICS

CTD has generated the following statistics to describe its scholarship program. Some graduates have earned more than one degree.

Number of students funded	**735**
Number of graduates	**393**
Number of science graduates	**100**
Number of business graduates	**50**
Number of social science graduates	**62**
Number of engineering graduates	**24**
Number of medical doctor graduates	**26**
Number of education graduates	**76**
Number of graduates in other fields	**73**

DON'T WAIT TOO LATE!!!

Some of the most frustrating calls we receive happen over the summer. Students and parents call us in July wanting scholarships for the coming Fall semester. Unknowingly, they have missed almost all the deadlines for scholarships. (Our Fall deadline is April 15.)

We have to tell them they are too late. The scholarship "season" is January through April. About 90% of scholarships have deadlines in this four month period. A few have deadlines earlier (September through December), and a few have deadlines in May and June. Very few have deadlines in July or August.

So take caution. Start your scholarship search early in your senior year. You should have it done by September and start applying to some scholarships as early as September. If you have any doubts, let us help you with this process, for free. Call us at (505) 262-2351, or write us at 8200 Mountain Road, N. E., Suite 203, Albuquerque NM 87110.

JUSTICE O'CONNOR HONORED

CTD Director Dr. Dean Chavers was an invited guest at the New Mexico Military Institute on January 19, 2002 for the ceremony awarding the Will Rogers Memorial Award to Supreme Court Justice Sandra Day O'Connor. Ms. O'Connor is the fourth recipient of this prestigious award.

She is the first woman to serve on the Supreme Court, having been appointed in 1981.

She received both her BA and LL. B degrees from Stanford University. She had also served as Majority Leader of the Arizona state Senate in 1972.

FEATURE SCHOOL

New Mexico Military Institute

Native students at NMMI

The New Mexico Military Institute (NMMI, "Nimmy" for short) is a 112-year-old school that prides itself on its long history, its college preparation rate, and its student diversity.

"The school is a challenge that builds strong character and that is why I chose to attend," states Gerilyn Barber, a Navajo from Chinle, AZ. "I came initially just to play volleyball, but I recognize the positive changes the school's academic and leadership curriculum have made in me."

Gerilyn is just one of 30 Native students enrolled at NMMI. There are 950 students enrolled this year, from 43 of the 50 states, and from 18 foreign countries.

"We offer both a college preparatory program in our high school division and a university parallel curriculum in our junior college division," states Maj. Nelson Miller of the alumni office. "With 96% of its graduates attending and completing college at the university level, our school has one of the highest student success rates in the nation."

NMMI offers students a rich learning environment where student-to-teacher ratios are most frequently 17:1. Small class size allows for a good deal of individual attention being paid to each student and has proven to be a key in the success of the school's graduates who have gone on to be leaders in industry, the professions, and the military.

NMMI currently has over $1.5 million in scholarship monies to support students. Of particular interest to Native students is the Lance and Betsy deStwolinski Scholarship, which is dedicated to Native Americans. It provides funds to help Native students exclusively. The priority is to New Mexico and Arizona, but all eligible Native students can take advantage of it.

Contact the NMMI Admissions Office toll free at 1-800-421-5376 or the web site at http://www.nmmi.edu.

CTD AWARDS

CTD will make three awards this year to outstanding educators. The awards will be presented at the banquet during the Eighth Annual Exemplary Institute to be held in Albuquerque April 23-25, 2003.

The awards are the Exemplary Programs in Indian Education (EPIE) Award, the Principal of the Year (POY) Award, and the Counselor of the Year (COY) Award. The EPIE prize is $5,000, the POY prize is $1,000, and the COY prize is $1,000.

The EPIE Award is offered annually to the Indian school or individual with the most outstanding and successful program. Any individual or school serving Indian students in the U. S. is eligible to apply for the award. Any grade level from pre-school to post-college can win. Application must be made on a form provided by CTD.

There have been nine winners of the EPIE Award:

- **Baboquivari High School AZ** won for reducing its 42% dropout rate to 14% in five years.
- **Cass Lake Local Indian Education Commitee MN** won for reducing its 60% dropout rate to below 10%.
- **Monument Valley High School AZ** won for raising the test scores for seniors from the eighth grade level to the eleventh grade level in seven years.
- **Ganado Primary School AZ** won by increasing the average number of books read by students per year from a small number to over 130 per year in a five year period.
- **Wellpinit School District WA** won by raising its daily attendance rate from below 70% to over 90% and reducing the dropout rate from 60% to near zero. It also raised the test scores for all students from below the 20th percentile to the 50th percentile and higher. It also raised the college attendance rate from under 20% to over 70%.
- **Pat Locke** won for initiating the Native American Languages Institute, starting ten tribal colleges, starting the movement to develop tribal departments of education, and for being a strong advocate for Indian education.
- The **Hon. Peterson Zah** won for increasing the fresh man-to-sophomore retention rate at Arizona State University from 40% to 75% in six years.
- **Navajo Preparatory School NM** won for sending 100% of its graduates on to college for three consecutive years.
- **Salmon River Central School NY** won for reducing its dropout rate from 60% to 10%, sending over 70% of its Indian graduates on to college for 12 years, and teaching students in their Native Mohawk language.

The Principal of the Year Award can go to any principal of a school that serves Indian students. The nomination should describe how the person has improved education for Indian students and provide documentation of the improvements. There is no form, but the nomination should be no longer than one page. Documentation should be no longer than 10 pages.

The Counselor of the Year Award will go to the school counselor who achieved the highest outcomes with Indian students. The outcomes can be defined as improvement in daily attendance, improvement in college attendance rates, improvement in academics, improvement in behaviors, and other improvements. There is no form, but the nomination should be no longer than one page. Documentation should be no longer than 10 pages.

READING AWARD PROGRAM

The **RAP** made a total of eight grants of $1,000 each in FY 2002. The winners were:

Ganado High School is located on the Navajo Reservation in Arizona. It serves a total of 600 students. The Reading project director is Ms. Kelly Pognac, a teacher at the high school.

This project served freshman students who were in high school but could not read at all. The students attended an afternoon reading program supported by the RAP and a grant from Northern Arizona University. Over 80% of the students reported that they were able to read at the end of the project.

Camp Verde Elementary School, AZ has 660 students in grades K-5. Some 14% of the students are Native Americans from the Yavapai Apache Reservation. The project director was Ms. Mona Cooley, a teacher.

The school has been promoting reading heavily for the past three years. Students in 1999 were reading few if any books outside the classroom. Today they are heavy readers.

A total of 56 students in grades 3-5 participated in the program. The third graders read an average of 64.8 books each, fourth graders read 34.1 each, and fifth graders read 27.3 each. The top student read a total of 133 books. After being in the program for two years, 61% of the Native students are reading at or above grade level.

Sherman Indian High School is a BIA boarding school located in Riverside, CA. The school has been making the transition from vocational to college-prep for a decade. Students range in age from 14 to 21. Students come from 60-75 tribes and two dozen or more states from CA to AK. The reading project director was Ms. Rebecca Chang.

Their NCE reading score last year on the Stanford 9 Pretest was 30%. None of the students read over 10 books per year, and the staff estimates that over 80% were reading fewer than two books per year. By the end of the project, most students were steady readers, with some of them reading heavily.

Lac du Flambeau Public School, WI is located on the Lac du Flambeau Chippewa reservation. The school serves 491 students in grades K-8, 97% of whom are Native American. This is the third year the school has been in the Reading Program. The project director was Ms. Colleen Konicek, a Reading Specialist at the school.

The students read an average of over 31 books each during the year, an increase of over 75% from the 18 per student they read in FY 99. In FY 99 only 42% of students were at the proficient or advanced reading levels, and in FY 2002 fully 67% were proficient or advanced. The percentage of reading tests passed has increased from 57% in FY 99 to 82% in FY 2002. The average reading gain in FY 00 was seven months, in FY 01 it was nine months, and in FY 02 it was 1.2 years.

Smith Lake Elementary School, NM is in the Gallup-McKinley County Schools, the largest school district in the U. S. in terms of Indian students. It is rural, some 50 miles northeast of Gallup, and poverty-stricken.

The average per capita income is only $1,300 per year. The students were reading very little on their own.

The project director was Ms. Judy Bolick, the teacher for one of the third grade classes. At the beginning of the year 10 of 12 students in the project were reading at the level of 2.1, a whole grade level below their grade in school.

Almost none of the students has any books at home. Many of the parents and grandparents did not go to school very long, or not at all. Some of the grandparents did not go to school until they were adults, then got placed in the "crash program" for Navajos in the 1950s.

At the end of the year 10 of the 12 were reading at or above grade level. They also read at least 8-10 books during the year and gave the teacher a report on the books. The whole group has read 120 books during the project year. They are now reading books on or above third grade reading level. Students who finish their work early are begging to go to the library to check out books.

Tohatchi Middle School, NM is also in the Gallup-McKinley County Schools. It is 30 miles north of Gallup. Over 80% of the students are below the poverty level. The project director was Ms. Jean Blackgoat, a counselor at the school. There are 250 students enrolled in the school in grades six through eight.

The 85 sixth graders read 3008 books, or 35 each, during the project. Their reading level improved from 4.30 to 5.07.

The 83 seventh graders read 1,184 books, or 14 books each. Their reading level increased from 4.77 to 5.33.

The 78 eighth graders read 1,070 books, or 14 books each. Their reading level increased from 5.16 to 5.64.

While all three grades have not reached the national norms, they are clearly making progress toward reaching them.

Andes Central Schools, SD is a small rural school on the Yankton Sioux Reservation with grades from kindergarten to twelfth. There are 350 students in the school, and 250, or 72%, of them are Native Americans. The project director was Ms. Julie Stirling, a teacher at the school.

Students in kindergarten and first grade qualified for an honoring dinner by reading 100 books. Students in grades 2-6 qualified by earning 10 extra points in reading. The 58 K-1 students read 4,270 books, or 73 each. The other students increased the number of points they earned from 38 points (each point is roughly one or more books) to 44 points.

In addition to the honoring dinner, which is held every month, students receive incentive prizes, have their picture displayed in showcases in both schools, and have their reading accomplishments displayed on charts in the hallways.

Ganado Primary School, AZ has a total student enrollment of 400 students who are mostly Navajo. It serves grades K-2.

This school has been placing a heavy emphasis on reading for over a decade, and has won awards from the State of Arizona, CTD, and the White House. The project director was Mr. Sigmund Boloz, the Principal.

The students read 117,700 books during the year, or an average of 294 books each. In FY 99 only 23.7% of the second grade students were reading at the third grade level. In FY 02, however, 78.2% of the second graders were at or above the second grade reading level. Some 44.7% of the second graders were reading at the third grade level, or at least one grade level above their grade in school.

This year the school also involved the teachers in reading; the 40 teachers read an average of 92.6 books each during the year. Five of the teachers read more than 225 books each and 20 of them read more than 125 books each. The teachers are clearly setting the example for students in reading.

We want to thank **The Oakmead Foundation** and the **AMB Foundation** for supporting the RAP grants this year.

DIBNER MATH AND SCIENCE TEACHING

The Dibner MAST program made six grants of $5,000 each in FY 2002. These grants are for the purpose of helping Indian high schools increase the numbers of Indian students in advanced math and science courses.

Wellpinit High School, WA is located on the Spokane Indian Reservation. The school serves 120 high school students in grades 9-12. The student body is 97% Native American students from the Reservation.

The District has been recognized as Exemplary by Catching the Dream, won an Excellence in Education award from the U. S. Senate, is one of America's Top 100 Wired Schools according to PC Family Magazine, and won the Promising Practices Award from the National Schools of Character.

The project served 45 students in math classes at the high school. The project director is Karen Wensel, a math teacher and grants coordinator. For the first time, students had a chance to use graphing calculators. The MAST grant funded the purchase of 20 TI-83 and 20 TI-73 calculators. It also supported the purchase of math workbooks, Graph Links, a Viewscreen kit, and a CBL-2 kit.

Last year the school had 17 high school students in one advanced math class. This year, the District plans to increase the number of students in advanced math by 50%.

Sherman Indian High School is a BIA boarding school located in Riverside, CA. It has been in operation for over a century. The school has been making the transition from vocational to college-prep for a decade. Students range in age from 14 to 21. Students come from 60-75 tribes and two dozen or more states from CA to AK. The project director is Dr. Gordon Hanna.

The MAST funds were used to plan and develop a new Science Honors course at the school. To be enrolled in the course, students must be juniors or seniors, have completed the basic two-year integrated science course, have completed Algebra II, and have completed Advanced Biology or Advanced Chemistry.

The course bears a relationship to science that creative writing bears to English. Students will study physics, biology, chemistry, geology, and environment. They will be required to write four scientific reports and take three written exams during the course. The MAST funds were used to purchase reference works and equipment. Students will also take six field trips during the course, to such locations as Riverside, Los Angeles, and San Diego.

Brockton High School, MT is located on the Fort Peck Indian Reservation. Some 99% of the students are Sioux. The school was not linked to the Internet.

The high school science teacher, Ms. Suzette Mulé, used the MAST grant to purchase a laptop computer and camera to train students how to use the Internet and prepare slide show presentations. The seniors prepared a science slide show and presented it to the community, and got a standing ovation for their work.

Students used the equipment in all seven science classes offered at the high school. The students used the camera to record labs, demonstrations, and experiments.

Much larger numbers of juniors than ever before are enrolled in physics and chemistry classes for FY 2003.

Sun Valley Indian School, AZ is a private Christian school on the Navajo Reservation. It has a total enrollment of 113 students in grades 7-12 enrolled in a college prep curriculum. The project director is Ms. Sheila Killam.

The MAST project was used to update the curriculum in both math and science. Only 15 of the 113 students last year were enrolled in the advanced math and science courses - Plane Geometry, Algebra II, Trigonometry, Analytical Geometry, Chemistry, and Physics. The goal of the project is to triple the number of students taking advanced math and science courses.

The MAST funds were used to purchase a Saxon math curriculum. Students improved in the first year from the 55th percentile to the 73rd percentile. There were 13 students enrolled in Algebra II, Pre-Calculus I, and Pre-Calculus II. Funds were also used to buy Physics textbooks, the first time the school has ever had these books. There were eight students in the Chemistry and Physics classes.

American Indian Heritage Middle College, WA is located on the campus of the North Seattle Community College. The total student enrollment is 52 high school Native American, Hispanic, Caucasian, and African American students. The project director is Mr. Marcus Strash, the math and science teacher.

The total number of students enrolled in advanced math and science courses was zero. Students who qualify take advanced courses through the College's Running Start and Upward Bound programs. The program will take students up through Geometry, and put teaching units in place on ecology, geography, anthropology, biology, geology, and archeology. The MAST funds were used to buy the first computers the science program has ever had, and to buy software to teach science.

Bernalillo High School, NM is located in southern Sandoval County in NM. The student body is typically 45% Native American, 45% Hispanic, and 10% other, primarily Caucasian. The majority of the students live in the Pueblos of Santa Ana, Sandia, San Felipe, Santo Domingo, and Cochiti. The high school is a four-year school with well-developed programs in college preparation. The project director is Steve Williams, Science Teacher.

About 240 students enter the ninth grade, and 160 students

are graduated each year. The school developed a new curriculum in science six years ago to address the cultural diversity of the student body.

The MAST program at the school funded the start of a program in Environmental Science. The Science faculty started the program in 1997. Enrollment in science classes was dramatically higher than for any previous one-year increase. Five sections of science with a total of 120 students enrolled, including 67 Native students, were added for FY 2003. The overall increase in the number of Native students in Science is 90 students.

We want to thank **The Dibner Fund** and the **McLeod Charitable Trust** for supporting the MAST projects this year.

NATIVE EDUCATOR SCHOLARSHIPS

The NES program made two grants this year. To be eligible for this grant, a school district must be already spending its own funds to educate Indian aides as teachers.

One grant went to **Whiteriver Unified School District, AZ**. The District is on the White Mountain Apache Reservation in northeastern Arizona. The school district has been one of the leaders for the past seven years in promoting Indian aides into the classroom after earning their teaching credentials. There are three elementary schools, one middle school, and one high school in the District.

In one three year period, 1996-99, the District went from six Indian teachers to over 30. Dr. Kim Randall, Superintendent, is the project director. The District reports that there are now 38 Indian teachers on staff.

The District had 29 instructional assistants in its development program this past year. Eleven of them earned a total of 87 college units, for an average of 8 hours each. The classes they took included Introduction to Education, Speech Therapy, Biology, Business Math, Conversational Apache, Intermediate Algebra, College Composition, and English Composition. One of them earned a total of 20 college hours during the year, or two-thirds of a full load.

The other 18 took local instructional units such as Managing Child Behavior, Elementary Art, Elementary Reading, Guidance Principles, Working with High Risk Kids, and Child Guidance.

The district also adopted a new salary schedule for instructional assistants. Instead of getting nominal raises for longevity, they will get substantial raises for improving their skills.

The second grant went to **Terrebonne Parish School Board, LA**. The project director is Mr. Gerald Picou, the Supervisor of Federal Programs. The District, which has only a handful of Indian teachers, has a population of Houma Indians from the Reservation. Some eight teacher aides took college courses working toward their credentials with help from the grant.

We want to thank the **McLeod Charitable Trust** and the **AMB Foundation** for sponsoring the NES grants this year.

GOLDENT STAR ATTENDANCE

The GSA program made one grant this year to the Inchelium School District, WA. The District is located on the Colville Indian Reservation. The project director is Ms. Chris Shaffer, truancy officer for the district.

The District began an attendance improvement program in 1998. The daily attendance rate was 81% in AY 1998. In 1999 it went up to 86%, remained at 86% in 2000, and with help from a grant from CTD it went up further to 89% in 2001.

Some 25% of the student body win awards each year for perfect attendance. The goal of the District is to increase perfect attendance to 30% of the student body.

This past year, the K-5 rate rose again to 93%, the highest rate in the history of the District. The overall rate for all three schools (elementary, middle, high) was 90%, also the highest in the history of the District.

We want to thank the **AMB Foundation** for sponsoring the GSA grant this year.

MEAD FOUNDATION SCHOLARSHIP DIRECTORY PROJECT

The Giles W. and Elise G. Mead Foundation provided $15,000 in funds to make grants to Indian libraries to purchase sets of scholarship directories for their students to use. The grant will make grants to 50 Indian high school libraries, tribal college libraries, and tribal libraries.

The SDP made only 18 grants this past year, so there are still 32 grants left to make under this program. The program provides grants of $300 each.

The grants in FY 2002 went to:

- **St. Mary's Mission School, MN**
- **Little Traverse Bay Band of Odawa, MI**
- **Valley High School, AZ**
- **Caddo Nation Education Department, OK**
- **Timber Lake High School, SD**
- **Flandreau Santee Sioux Tribe, SD**
- **Oaks Mission School, OK**
- **Tiospa Zina Tribal School, SD**
- **Ponca Tribe of NE**
- **Fallon Paiute Shoshone Tribe, NV**
- **Bois Forte Chippewa Tribe, MN**
- **Tohatchi High School, NM**
- **Sierra High School, CA**
- **Chemehuevi Tribe Education, CA**
- **Sky People Higher Education, WY**
- **Oglala Sioux Tribe, SD**
- **Santa Fe Indian School, NM**
- **Ganado High School, AZ**

We look forward to making the other 32 grants this year. Please contact us for an application form.

HOW TO APPLY TO CTD

Before applying for a scholarship from Catching the Dream, **applicants must apply for ALL OTHER SOURCES OF FUNDS** for which they are eligible.

The following steps will complete the process:

1. Identify all the scholarships, loans, grants, and other sources of funds for which you are eligible. Use the scholarship **directories** in your high school or college **library**, use the **Internet**, and find all the **local sources** in your community.
2. Apply to all other sources.
3. Send a copy of your list to CTD along with a request for an application from us.
4. (Optional) Send a draft of your essay and/or your resume for us to review.

Some of the sources of help to you in finding local scholarships are your high school counselor's files, ministers, mayor's offices, college counselors, and civic leaders and your high school principal. Some of the sources for national scholarships are the Scholarship Search Service of The College Board, your tribal education office, national scholarship directories, and the Internet.

Students who pursue scholarships directly, and who are well prepared for college, often find they can pay for college completely, or come near to completely paying for college, without having to rely on huge loans.

Use the following guidelines to tell if you have done a good enough job in your search. Keep in mind that these are minimum numbers. Diligent students can double or triple these numbers.

• Engineering	40
• Medicine	30
• Business	25
• Hard sciences, math, computers	20
• Social sciences, law, education	15
• Fine Arts, Humanities	10

DO NOT PAY SOMEONE ELSE TO DO THE SCHOLARSHIP SEARCH FOR YOU!! This is an extravagant and unnecessary expense, and one that is often frustrating to parents and students. Instead, do your search on your own.

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CTD GRANT PROGRAMS

Catching the Dream (CTD) will make grants to Indian schools, Indian tribal colleges, and related organizations for FY 2003. Applicants **must apply on forms** provided by CTD. An application form can be obtained from CTD by mail, phone, e-mail, in person, and by fax. The actual proposal must be **no more than one page long**.

CTD operates grant programs for the purpose of improving Indian schools. Foundations, corporations, and individuals who believe in the mission of CTD and who care deeply about opening doors of opportunity for Indian students support these grant programs.

The **due date** for all awards is **December 15**. The winners will be notified by December 30. No overhead costs are allowed. All funds have to be spent for the benefit of students. All programs are subject to the availability of funds. **Applicants should start their programs at the beginning of the year, and not wait until they have won the grant to start.** We want students to have the benefit of the program for the whole year, not just part of the year.

■ **The Reading Award Program (RAP)** makes mini-grants of $1,000 a year to schools to provide incentives to Indian students to read more books. Funds can only be used to motivate students to read heavily, and to reward them for doing so. They can not be used for the purchase of books, the purchase of computers or reading equipment, and for staff training and travel. Applications for RAP awards must describe the students to be served, the reading habits of those students (including the number of books they read the year before), how the program will work, how the funds from RAP will be used, the background of the person in charge of the project, a description of the school, and a description of project objectives.

■ **The Dibner Math and Science Teaching (MAST)** program makes grants of $5,000 each to Indian high schools to improve their math and science teaching. The goal of the program is to enroll more Indian students in math and science courses, and to enroll more Indian students in advanced classes.

Applications must describe the present state of math and/or science teaching at the high school, including the numbers of Indian students enrolled in the target classes. They must also describe how the program will operate, give the background of the person in charge of the project, a description of the school, and a description of project objectives.

■ **The Native Educator Scholarship** program is intended to produce more Indian teachers. Any school district that is already using its own funds to produce Indian teachers is eligible to apply for an NES grant.

■ **The Golden Star Attendance Award** (GSA) is intended to improve daily attendance rates at Indian schools. Applications must document by grade level what the current daily attendance rate is. They must also spell out how they are going to increase it, and describe the school, the student body, the project objectives, and the person in charge.

■ **The Southern California School Improvement Project** (SCASIP) is for schools in Southern California to improve education outcomes for Native students. Eligibility is limited to schools, school districts, colleges, tribes, and nonprofit corporations in Southern California that serve Native students. The area of improvement to be addressed must be clearly defined. Information on the current level of the phenomenon within the target population must be provided, as well as the level of the phenomenon in a comparison or control group.

■ **The Mead Foundation Scholarship Directory Project** (SDP) will make grants of $300 each to Indian high school libraries, tribal college libraries, and tribal education department libraries to purchase a set of scholarship directories. Applications must describe the students to be served, the school, the college going rate of graduates, how students find scholarships now, how the directories will enhance their ability to search for scholarships, the background on the person in charge of the project, and the project objectives.

A WORD OF CAUTION: If you are planning to apply for one of the CTD grant awards, **DO NOT WAIT** until you have received the grant funds to start the project. You should start your project activities at the beginning of the school year rather than waiting until you receive the actual payment.

APPLYING FOR CTD GRANTS

All CTD grant applications are due December 15. To receive a grant application form, you must contact CTD directly and request the form. You can do this in person, by mail, by phone, by letter, and by e-mail. Be sure to include your name, address, phone, fax, and e-mail address.

Because of the time it takes to finish our audit, The Native Scholar cannot be mailed until the end of October each year. Because of this delay, CTD mails a notice of grants in August to all Indian school districts. Check with your superintendent if you have not seen this notice.

THE EXEMPLARY INSTITUTE

The Seventh Annual Exemplary Institute was held on April 24-26, 2002 in Albuquerque. **This annual event is transforming Indian education**. The main feature of the three-day meeting is success stories from students and schools.

Participants learned how one tribal school sent 100% of its graduates on to college for three years in a row. They learned how another tribe has used education and economic development to reduce unemployment from over 40% to less than 4%.

The **Eighth Annual EI** will be held in Albuquerque on **April 23-25, 2003** at the Wyndham Airport Hotel. The address of the hotel is: WYNDHAM AIRPORT HOTEL, 2910 Yale Blvd. SE, Albuquerque NM 87106, (505) 843-7000 phone, (505) 246-8188 fax, luxury@wynatabq.com e-mail

The Institute will feature three keynote speeches, over 20 workshops, an Awards Banquet, a Luncheon and Talent Show, a Prize Drawing, and awards for the Exemplary Program in Indian Education, Principal of the Year, and Counselor of the Year.

Workshop participants will hear how to develop an exemplary reading program, how to prepare Indian students fully for college, how to motivate them to study science, and how to motivate them to stay in college.

Some comments made by past participants were:

- Very motivational, informative.
- This conference should be repeated for other people.
- Very powerful; well put together & captivating from the very beginning slide presentation.
- All teachers need this training.
- Excellent A+ presentation by the A+ school principal.
- Please bring her back. She gives info I can take immediately and use. Great presenter, very open to comments.
- Great session!
- Everything she taught ties in with our culture. This is what we need. Thxs.
- Great public speaker!! I encourage Angela to do more of this.
- I really enjoyed his heartfelt presentation!
- Tribal leaders need to hear this presentation. Public school, board of directors, administrators need to hear.
- I was very impressed with Mr. Riedlinger's presenta tion! He is very motivational and inspiring. He truly knows the true meaning of "teaching." What we need to do to have our students succeed, "our children." Thank you!

Contact CTD for a complete Call to Conference. Or you can request any or all of the following: a registration form, exhibit booth forms, award nomination forms, and workshop application forms.

If you have an exemplary program and have not been included as a workshop presenter, we want to hear from you. Either send us the information about your project in a letter, or use the EPIE application form on page 35.

RESEARCH IN INDIAN EDUCATION

After holding the Research in Indian Education conference for two consecutive years, the Coordinator has made a decision to skip one year until the next meeting. So the Third RIE Conference will be held March 13-14, 2003.

Look for it through this magazine, through posters at your school, and through letters of invitation in the Fall of 2002.

In the meantime, if you have not gotten the book describing the research agenda for Indian education developed at the first conference, or the major report produced at the second conference (Research in Indian Education 2001), the Publication Order Form on page 46 will let you order either one or both of these books easily.

"EXEMPLARY PROGRAMS IN INDIAN EDUCATION"

Do you have your own copy of this book that is transforming Indian education? If not, you are missing out on the most revolutionary movement ever to hit Indian education.

Betty Ojaye, Director of Navajo Prep School, NM, says "If you have not read Exemplary Programs in Indian Education you are missing out. I have read everything in it. We used the principles in this book to refine our college preparation program, which has sent 100% of our graduates to college for the past four years."

This is THE BOOK that tells how you can improve and transform your schools.

Martina Ashley, Principal of Sanders Elementary School, AZ, says "I use the EPIE book on a daily basis. I have it tabbed for easy reference. It has helped me tremendously." You should read everything in it, too.

The Fourth Edition of EPIE describes 24 programs that are the most outstanding programs in Indian education. See the list of these programs on page 39. Order your copy of EPIE by using the form on page 46.

CTD GRADUATES, FY 2002

Last year CTD had a very large number of graduates, 53 out of 210. This year the total number of graduates dropped to 23 out of 208. The graduates this year were:

Amberdawn Alfred, Cherokee, Oklahoma State University Okmulgee, Architecture, BA
Ottis K. Begay, Navajo, University of Arizona, Civil Engineering, BS
Matilda Billy, Navajo, New Mexico Highlands University, Social Work, MA
Tinsuwella K. Bird Rattler, Blackfeet, University of Great Falls, Criminal Justice Administration, MA
Donna Brown, Turtle Mountain Chippewa, University of North Dakota, Higher Education Leadership, Ed.D.
Anthony Clah, Navajo, Brigham Young University, Education, BA
Tamara Clay, Omaha Tribe, University of Hawaii at Manoa, Social Work, MSW
Amanda D. Cook, Navajo, University of Virginia, Medicine, MD
Jamael T. Delgado, Navajo, Northern Arizona University, Zoology, BS
Jerilyn R. Edison, Navajo, Northern Arizona University, Civil Engineering, BS
Danielle Gunderson, Jemez/Chickasaw, University of New Mexico, Counseling, MA
Karletta Hannah, Navajo, Northern Arizona University, Accounting, BS
Shannon J. Hopkins, Assiniboine, University of Great Falls, Accounting, MS
Vivian Johnson, Navajo, San Francisco State University, Clinical Lab Science, MS
Noreen E. Sakiestewa, Hopi, Northern Arizona University, Educational Leadership, Ed. D.
Linda Spencer-Lilly, Laguna/Navajo, Mills College, Early Childhood Education/Special Education, MA
Justin Solimon, Laguna/Zuni, BA, Occidental College
Kristin M. Solimon, MS Physical Therapy, Univ. of CO
Winona P. Ward Taber, Navajo, Northern Arizona University, English, MA
Dollie Tempel, Navajo, Montana State University, Nursing, BSN
Patrisha Todacheenie, Navajo, Western New Mexico University, Counseling, MA
Verlee Whitecalfe-Sayler, Arikara-Hidatsa, University of North Dakota, Medicine, MD
MacKenzie P. Wilson, Navajo, University of Arizona, Pharmacy, Pharm. D.

WRITING YOUR ESSAY

Make your scholarship essay **the best piece of writing you have ever done**. CTD will help you with this task *FREE OF CHARGE*. Send us your essay in an envelope marked "ESSAY" and make sure your name and home address are included. We will also help you with the organizing and writing of your essay.

THE STATE OF PHILANTHROPY

The National Committee for Responsive Philanthropy in April published the first in its planned series of publications on the current state of affairs in the field of grantmaking.

Among its findings:

- **Foundations should invest a higher percentage of their endowments in grants** and still maintain financial stability.
- **Funders should shift their giving toward core operating support** instead of short term projects.
- **Funders should support social change advocacy**, not just direct social services and cultural programs.
- **All Americans merit an equal place at the philanthropic table.**

These findings and recommendations have special relevance to Native tribes and organizations, since Indians typically receive less than 20% of their "fair share" of philanthropy dollars. And since the emphasis of most corporations and foundations is on special projects and not on core support, a shift in the direction of funding unrestricted grants would also benefit Native grant seekers.

To order a copy of the report, send a check or money order for $25 to NCRP, 2001 S. Street NW, Washington DC 20009. The web site address is www.ncrp.org. The telephone is (202) 387-9177, fax is (202) 332-5084, e-mail info@ncrp.org.

EIGHTH ANNUAL
EXEMPLARY INSTITUTE ASIAA ANNUAL MEETING

Is your school getting your students totally ready for college? Can they attend any college in the U. S. after they leave your high school? If not, why not plan to attend the only conference that is dedicated to **Exemplary Programs in Indian Education**?

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CTD GRADUATE ACCOMPLISHMENTS

Dr. Freida Eng

Dr. Eng is a Tlingit woman from Alaska who never thought she had a chance to fulfill her dream of becoming a medical doctor until she already had three children.

Her family moved to Washington when she was still a child, so she grew up there. She was an honors student as an undergraduate and in medical school. But her lack of confidence in her own ability was something she had to overcome. Being in college full time let her prove that she could overcome any challenge.

With help from CTD, she finished her nursing degree 12 years after finishing high school. She worked for awhile for the Makah Tribe as a nurse, then finally decided to take the plunge and go to medical school. She finished 22 years after she finished high school

While it was a dream deferred, her life is now a dream fulfilled. She is now working at the Seattle Indian Health Clinic as a family practice doctor. "I still have my dream of being a family practice doctor in the Puget Sound area," she says.

"I was the first in my family to graduate from college and I expect that my children will carry on the tradition. Being a Family Practice doctor is challenging but fun and rewarding. I do know I will be working with Natives when I leave the Seattle Clinic, but I am not sure where it will be at this point."

Dr. Eng is just one of the 25 doctors, veterinarians, and dentists that have finished medical school with help from CTD.

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Vivian Johnson

Another CTD graduate who will be working in Indian health is Vivian Johnson. Vivian is a Navajo from Sanostee, NM who finished high school in 1983. She had no hopes of going to college.

She got no help from her school counselors, but somehow managed to get accepted into UC Berkeley right out of high school. She lasted less than one semester before failing.

But she did not give up. "I enrolled in a junior college and took part time employment, which later became full time employment," she says.

Since she had only spoken English half her life, she chose Language Arts as her major. She finally finished her AA degree in 1989 with a GPA of 3.49.

She was working at the Urban Indian Health Center in Oakland, and is still working there. But in the meantime, she has also finished a second AA degree in Computers, a BS in Medical Biology from Cal State Hayward, and this year, an MS in Biomedical Science at San Francisco State.

Despite her 19 years in the Bay Area, she looks forward to moving back home and working with Navajo people. She still thinks of herself as a traditional Navajo.

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Dr. Natasha Lujan

When Dr. Natasha Lujan finished high school in 1990, she had no idea of going to medical school. "Being a doctor had always been something I wanted to do," she says. But it seemed so far away that I didn't think I could make it."

Tash, whose father is from Taos and whose mother is Navajo, finished her undergraduate degree in Biology at Arizona State in 1994. She was facing a tuition package for medical school at the University of New Mexico of over $30,000, and needed help. Among the items she was required to have was her own computer, a requirement the medical school spelled out in a letter to her in April. The total cost was $2,900, which CTD helped her to buy.

Tash also won scholarships from the Indian Health Service, UNM Scholarships, and from her tribe. She finished medical school in 1998 with some debt, which she is still paying.

After she finished her residency with the Indian Health Service, she was transferred to the Gila River Indian Hospital outside Phoenix, and is now working in Santa Fe.

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Angelique Eaglewoman

After spending ten years going to college, then to law school, and working in Washington DC for one of the major law firms, Angelique Eaglewoman (Lakota name Wambdi Wastewin) returned to her tribe, the Sisseton-Wahpteon Sioux, in January 2000 as the Tribal Attorney.

She finished her BA in Political Science at Stanford in 1993. Her first job was working as a truancy officer on the Spirit Lake Reservation. After two years of work, however, she realized she had to pursue her dream of becoming a lawyer.

She finished law school at UND in 1998, where she was the Associate Editor of the Law Review. Then she headed for the nation's capital, where she worked for the law firm of Sonosky, Chambers, Sachse & Endreson for two years. She then worked for the Upward Bound programs at UND for two years before heading home.

"Funding was always on my mind," she says, "but with the help of Catching the Dream and other scholarships, I was able to complete my education."

Angelique has won many awards, including the Lindsay J. Peters Memorial Award at Stanford for being the best undergraduate in political science. She was also a Cum Laude graduate of Northfield Mount Hermon Preparatory School. And she was inducted into the National Honor Society in high school.

She still resents the fact that Stanford required her to go to a fifth year of high school before they would admit her. "I wanted to go to Stanford from the time I was a little kid," she says. "But they told me the only way I could be admitted was to go to Northfield Mount Hermon for one more year. So I did. But I still think I could have made it at Stanford without the extra year."

Angelique is the first Sisseton tribal member to serve as Tribal Attorney to the tribe. She plans to make this her career.

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Quinn Bradley

After studying the piano for several years, and taking voice lessons at school and with a private teacher, Quinn left Farmington High School in 2000 with a high ACT score, a lot of enthusiasm, and a solid work ethic.

She was determined to become a veterinarian after discovering her love for animals as a young girl. But after two years of college her love of music won.

Quinn is studying hard and planning her career in Fine Arts Management. She has a wonderful voice, and this spring made her first CD, titled Sonoran Snow. The CD is available from KP Productions, 2621 Cliffside Drive, Farmington NM 87401-4556. Her brother Kurtis is also a musician, also a student at the University of Arizona, and also on a CTD scholarship. He produced the CD for Quinn.

Both Kurtis and Quinn are highly talented musicians. They both look forward to careers as performers and as music teachers one day.

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Dr. Elizabeth McDougall

Dr. Elizabeth McDougall (Chippewa) is the Coordinator for the Social Work Department at the University of Minnesota at Duluth. She finished her Ph. D. at the University of North Dakota in 1998.

After serving for two years as the President of the tribal college at the White Earth Reservation and serving as an intern to the President of the University of New Mexico for one year, she made the transition back to working as a faculty member and administrator in 2001.

Elizabeth went on scholarship with CTD as an undergraduate in 1991. She was a single mother with two daughters when she applied to us. She finished her BA degree with honors at the University of North Dakota in 1993 and went straight into the graduate program.

While she was in the doctoral program at UND, she married Jim McDougall. With his two boys and her two girls, she suddenly had six people in her family. At the same time, she was going to graduate school full time and working half-time as a graduate assistant.

"Those times were hectic," she told us. "Without help from Catching the Dream I probably would not have made it through undergraduate school, much less graduate school."

She is now training Indians as Social Workers, one of the greatest needs in Indian Country. As a person who was left with two little girls to raise on her own, who made it successfully all the way to the top of her profession, Dr. McDougall feels highly qualified to act as a mentor and teacher to the next generation of workers who will protect Indian children and families.

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RESEARCH REPORT: Reading and Native Americans

For the first time ever, a state Department of Education and a university researcher have teamed up to shed light on the most important problem in Indian education-reading. The result is one of the most important documents in the past 50 years in Indian education. It is called "Reading and the Native American Learner: Research Report."

The report is a collaboration between Mr. Denny Hurtado, Supervisor of Indian Education for the State of Washington, and Dr. Magda Costantino of The Evergreen State College Center for Educational Improvement.

Among the many valuable contributions of the report is a summary by ages of ways children learn to read from birth through third grade. Another valuable contribution is a discussion of "Indian English" and the ways this meta-language has an impact on the learning of Indian students in classrooms.

Still another valuable contribution is the discussion of "American Indian Student Silence" and the effects such silence has on the interaction between students and teachers and on the learning of students. They point out that non-Indian teachers need to be aware of the culture of their students and how to understand, and the role of silence in Indian cultures. They point out that most teachers have no understanding of what culture is and its role in human life. Teachers typically assume that everyone in the world is like them and can understand them.

The most valuable contribution, however, is Section V, the section on Reading. Indian students typically come to school for the first time with a vocabulary of 1,500 words in English. The norm for other students is to come to school with a vocabulary of 5,000 words. Thus Indian students, exposed to Native languages and Indian English at home, come to school with deficits in their ability in English. The result is most often dropouts; they quote Dr. Donna Deyhle, who reported that most of the dropouts in her research were at least six grade levels below the national average in reading ability when they dropped out.

Still another valuable contribution is a section on the cultural differences between Indian students and non-Indian teachers, and ways the teachers can understand the students and connect with them on a personal level.

The book is free from Mr. Denny Hurtado, Supervisor of Indian Education, Supt. of Public Instruction, Old Capitol Building, P. O. Box 47200, Olympia WA 98504-7200, phone (360)725-6160, fax (360)664-3575, e-mail dhurtado@ospi.wednet.edu. You can also download the report at www.green.edu/ecie/projects/rais/htm.

SOAR WINS PRESIDENTIAL AWARD

The SOARS Program, which is headquartered at the University of Colorado, received the Presidential Award for Excellence in a ceremony in Washington DC in December 2001. SOARS was one of ten institutions and ten individuals to receive the prestigious award. This was the sixth annual presentation of the award.

The Presidential Award for Excellence is administered and funded through the National Science Foundation.

SOARS Director Mr. Thomas Windham accepted the award from Mr. John Marburger, Director of the White House Office of Science and Technology Policy. Ms. Rita Colwell, Director of the National Science Foundation (NSF), also attended the ceremony.

Two students who were in the SOARS summer program in the first class of 1996 nominated the program for the Presidential Award. Christopher Castro, who is now a Ph. D. student candidate in atmospheric science at Colorado State University, and Stephanie Rivale, a student services coordinator at the University of Denver, made the nomination.

The SOARS Program provides opportunities for minority students, women, and persons with disabilities to study atmospheric sciences. It works with a collaboration of some 42 colleges and research institutes. Contact Mr. Thomas Windham, SOARS, University Corporation for Atmospheric Research, P. O. Box 3000, Boulder CO 80307-3000, phone 303-497-8622, e-mail soars@ucar.edu.

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We can also help you with computer program design and use, research, writing services, personnel recruitment, and feasibility studies. Give us a call today! Contact Catching the Dream at (505) 262-2351 for more information.

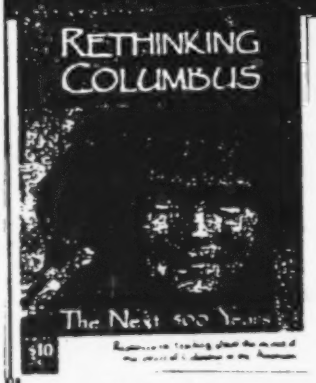
BOOK REVIEW:
Native Education Directory

Ms. Patricia Cahape Hammer in March published the Fifth Edition of the Native Education Directory for 2002. The new book lists some 450 international, state, national and local organizations involved in Indian education. It has federal departments and agencies, periodicals, publishers, and colleges and universities. The book lists groups by type, including advocacy, school reform, publishing, broadcasting, funding, youth leadership, research, and more.

It is published in a print version for $12. To obtain a copy, send your check to Appalachian Laboratory Distribution Center, P. O. Box 1348, Charleston WV 25325-1348. The book is 106 pages, soft cover, ISBN number 1-880785-24-2. The phone number is 800-624-9120, and the fax is 304-347-0441.

There is also an online version. It is available at http://www.ael.org/eric/ned/. For more information, or to list your organization, contact Ms. Hammer at hammerp@ael.org.

RETHINKING COLUMBUS



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Raymond T. P. Addison, Northern Arapaho, University of Oklahoma, Computer Science, BS

Amberdawn Alfred, Cherokee, Oklahoma State University Okmulgee, Architecture, BA

Sandra D. Anderson, Navajo, Arizona State University, Social Work, BA

Barbara R. Aparicio, Athabaskan, North Idaho College, Physical Therapy, AAS

Andi Archdale, Assiniboine, University of Montana, Sociology, BA

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B

Vanesscia L. Bates, Navajo, Washington University in St. Louis, Social Work, MSW

Nonabah J. Becker, Navajo, Columbia University, Film

Elgia Begay, Navajo, New Mexico State University, Business Administration, BBA

Leah M. Begay, Navajo, Northern Arizona University, Business Education, BA

Ottis K. Begay, Navajo, University of Arizona, Civil Engineering, BS

Perleen G. Benallie, Navajo, University of New Mexico, Biochemistry, BS

Matilda Billy, Navajo, New Mexico Highlands University, Social Work, MA

Sheila Billy, Choctaw, San Francisco State University, English Literature, MA

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Cheryl Blie, Navajo, Northern Arizona University, Pre-Law, BA

Valerie G. Boyd, Sioux/Assiniboine, Arizona State University, Elementary Education, BA

Kayla Bradley, Navajo, Arizona State University, Nursing, RN

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Quinn Bradley, Navajo, University of Arizona, Fine Arts Management, BS

Prudence Brady, Navajo, University of California Los Angeles, Architecture, BA

Trina R. Branch, Oglala Sioux, Washington State University, Speech and Language, MA

Dionne Bronson, Confederated Tribes of Umatilla Indians, University of Idaho, Elementary Education, BA

Thomas Brown, Pawnee, Northwestern University, Business, MBA

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Eva Burk, Athabascan, University of Alaska, Engineering, BS

C

Raymond J. Campbell, Gila River Pima, University of Oklahoma, Pre-Medicine, BS

Chelsea B. Cannon, Kiowa, Stanford University, History, BA

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Nicole Condon, Colville Confederated Tribes, University of Minnesota, Biology, BS

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Brandon Covington, Colville, Eastern Washington University, Biology, BS

Amanda Cross, Three Affiliated Tribes-Hidatsa, Stanford University, Sociology, BA

Forrest Cross, Three Affiliated Tribes, University of Mary, Computer Information Systems, BS

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Tami DeCoteau, Turtle Mountain Band of Chippewa, University of Nebraska, Clinical Psychology, Ph. D.

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Carmen Paige Deese, Lumbee, University of North Carolina, Drama/English, BA

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Malia Dixon, Navajo, New Mexico Highlands University, Biology, CNP

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F

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G

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Derrickson George, Navajo, Wheaton College, Pre-Med, BS

Jennifer Gilmore, Navajo, Dixie State College, Nursing, RN

Irving Gleason, Navajo, Arizona State University, Justice Studies, BA

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Joe L. Graham, Laguna Pueblo, University of Arizona, Arid Lands Resources Science, Ph. D.

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LeRoy Gregory, Inupiaq, Northwest Indian College, Legal Studies, BA

Danielle Gunderson, Jemez/Chickasaw, University of New Mexico, Counseling, MA

Andrea Gusty, Yupik/Athabascan, Northwestern University, Broadcast Journalism, BA

H

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Kyle T. Hemstreet, Navajo, Kansas Wesleyan University, Computer Science, BS

Jovian Henio, Navajo, Eastern New Mexico University, Electrical Engineering, BS

Mose A. Herne, St. Regis Mohawk, Boston University, Behavioral Neuro Science, Ph. D.

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Shannon J. Hopkins, Assiniboine, University of Great Falls, Accounting, MS

Leigh P. Hubbard III, Navajo, UC Berkeley, Civil Engineering, BS

Katherine Humphrey, Cherokee, University of Kansas, Environmental Policy, BA

Matthew Hunt, Lumbee, North Carolina State University, Computer Engineering, BS

Mystique Hurtado, Hoopa, UC Santa Barbara, Communication, BA

J

Michelle M. Jacob, Yakama, University of California, Santa Barbara, Sociology, Ph. D.

Racheal L. James, Navajo, University of Arizona, Chemistry, BS

Charlotte Johnson, Lumbee, University of North Carolina, Chemistry, BS

Rebecca Johnson, Chickasaw, Southern Oklahoma State University, Chemistry/Biology, BS

Vivian Johnson, Navajo, San Francisco State University, Clinical Lab Science, MS

Katherine Jones, Blackfeet, The Evergreen State College, Environmental Studies, BS

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Carmella Kahn, Navajo, University of Arizona, Pharmacy, BS

Michelle R. Kauahquo, Cheyenne, Stanford University, Pre-Med, BS

Alison Keplin, Turtle Mountain Chippewa, University of North Dakota, Secondary Education/Social Studies, BA

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Teresa Lynch, Navajo, Embry-Riddle Aeronautical University, CATER Pilot Training Program, License

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Felicia McCabe, Navajo, University of Utah, Pre-Med, BS

Aaron McKerry, Navajo, Arizona State University, Exercise Science, BS

Jason A. McKerry, Navajo, Grand Canyon University, Human Biology, BS

Sara Mantila, Keweenaw Bay Chippewa, Michigan Technological University, Biomedical Engineering, BS

David Manuelito, Navajo, New Mexico State University,

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Rachael Megli, Cheyenne, Southwestern Oklahoma State University, Optometry, BS

Rachelle Miles, Navajo, Arizona State University, Chemistry, BS

Eve C. Mitchell, Mohawk, Tulane University, Public Health, MPH

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Catherine Nakai, Navajo, Dartmouth College, Native American Studies, BA

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Dawn V. Owen, Navajo, New Mexico Highlands University, Social Work, MSW

David Oxendine, Lumbee, North Carolina State University, Psychology, Ph. D.

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Anne Payne, Cherokee, St. Gregory's University, Pre-Law, BA

Miramanee M. Perez, Nambe Pueblo, University of New Mexico, Elementary Education, BA

Carma Peshlakai, Navajo, Arizona State University, Social Work, MSW

Preston H. Pete, Washoe, Western Washington University, Business, BA

Butch Peterson, Navajo, University of Arizona, Psychology, BA

Cara Phillips, Navajo, University of Arizona, Nursing, RN

Melissa M. Phillips, Oneida, State University of NY-Buffalo, Medicine, MD

Misty D. Plenty Holes, Oglala Sioux, Fort Lewis College, Health Care, BA

Benjamin D. Poitra, Turtle Mountain Chippewa, University of North Dakota, Clinical Psychology, BS

Gretchen R. Potter, Tonawanda Seneca, University of Minnesota, Creative Writing, MFA

Michelle Preston, Navajo, Arizona State University, Nursing, BSN

Q

Curtis Quintana, Jicarilla Apache, University of St. Francis, Physician Assistant, MS

R

Lauren T. Randall, Potawatomi, William Jewell College, Religion & Communication, BA

Kelly A. Rice, Sac & Fox/Pawnee/Otoe, Oklahoma State University, Education, BS

Bryant A. Roberts, Oneida, Massachusetts Institute of Technology, Aerospace Engineering, BS

Bart Jay Robey, Choctaw/Chickasaw, George Washington University Law School, JD

Jimmy Rock, Cherokee, Emory University Law School, JD

Angela Don Rogers, Comanche, University of Oklahoma, Educational Psychology, MA

Betsy Rumler, Cherokee, Carl Albert State College, Nursing, RN

Jessie V. Ryker-Crawford, Chippewa, University of Washington, Sociocultural Anthropology, BA

S

Samantha Sage, Navajo, Georgetown University, English, BA

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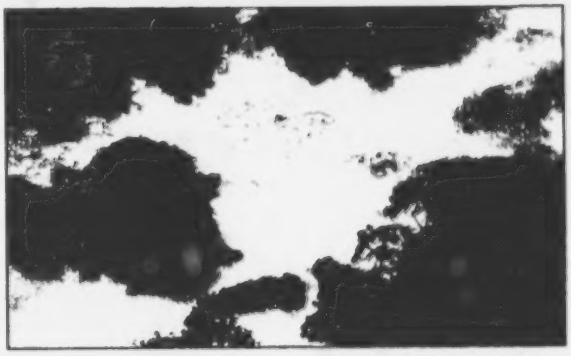

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True to our tradition, we remain sensitive to the needs of our Native American students, faculty and staff. We respect Native traditions, embrace Native spirituality and provide a forum for discussion of Native American social, political and community issues, creating the perfect learning environment for today's Native American student.

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CATCHING THE DREAM
STATEMENTS OF FINANCIAL POSITION
For the Years Ended June 30, 2002 and 2001

		2002	2001
ASSETS			
Cash	$	141,159	92,157
Investments		311,447	309,396
Receivables		2,810	1,521
Pledges receivable		25,000	90,000
Prepaid expenses		4,058	4,581
Property and equipment, net of accumulated depreciation		46,574	36,481
Total assets	$	531,048	534,136
LIABILITIES AND NET ASSETS			
Liabilities			
Accounts payable	$	9,974	6,061
Accrued liabilities		35,079	10,805
Capital lease obligation		38,973	25,170
Note payable		-	4,101
Total liabilities		84,026	46,137
Net Assets (deficit)			
Unrestricted		(171,349)	(154,119)
Temporarily restricted for scholarships		294,336	344,020
Permanently restricted		324,035	298,098
Total net assets		447,022	487,999
Total liabilities and net assets	$	531,048	534,136

See Notes to Financial Statements.

CATCHING THE DREAM
STATEMENTS OF ACTIVITIES
For the Years Ended June 30, 2002 and 2001

		2002	2001
Unrestricted Net Assets			
Revenues:			
Corporate grants	$	91,466	6,600
Foundation grants		103,811	122,750
Contributions		120,537	273,744
Consulting, training, and seminar fees		48,141	53,962
Investment income		573	4,065
Fundraising revenues		-	830
Miscellaneous income		8,770	21,073
Total revenues		373,298	483,024
Net Assets Released From Restrictions:			
Satisfaction of program restrictions		328,625	391,637
Total unrestricted activities		701,923	874,661
Expenses:			
Program services		515,154	734,240
Supporting services:			
Management & general		71,400	119,057
Fundraising		132,599	221,103
Total expenses		719,153	1,074,400
Change in unrestricted net assets		(17,230)	(199,739)
Temporarily Restricted Net Assets			
Corporate and foundation grants		278,941	475,261
Net investment income		13,351	13,878
Net assets released from restrictions:			
Satisfaction of program restrictions		(328,625)	(391,637)
Change in temporarily restricted net assets		(36,333)	97,502
Permanently Restricted Net Assets			
Contributions		20,366	25,000
Net investment (loss) income		(7,780)	2,366
Change in permanently restricted net assets		12,586	27,366
Change in net assets		(40,977)	(74,871)
Net assets at the beginning of the year		487,999	562,870
Net assets at the end of the year	$	447,022	487,999

See Notes to Financial Statements.

CATCHING THE DREAM
STATEMENTS OF CASH FLOWS
TOTAL ALL FUNDS
For the Years Ended June 30, 2002 and 2001

		2002	2001
Cash Flows from Operating Activities			
Change in net assets	$	(40,977)	(74,871)
Adjustments to reconcile to net cash provided (used) by operating activities:			
Depreciation expense		19,029	25,175
Loss on disposal of equipment		2,915	-
Unrealized gain (loss) on investments		7,780	(13,082)
Dividends/interest on investments		10,535	-
Decrease (increase) in assets:			
Prepaids		523	(3,885)
Accounts receivable		(1,289)	(129)
Pledges receivable		65,000	(84,000)
(Decrease) increase in liabilities			
Accounts payable		3,913	(7,410)
Accrued liabilities		24,274	(3,023)
Net cash provided (used) by operating activities		91,703	(161,225)
Cash Flow From Investing Activities			
Purchase of property and equipment		(1,639)	(1,417)
Sales of investments		-	77,348
Purchases of investments		(20,366)	(25,000)
Net cash (used) provided by investing activities		(22,005)	50,931
Cash Flows From Financing Activities			
Payments on capital leases		(16,595)	(9,425)
Payments on note payable		(4,101)	(4,135)
Net cash used by financing activities		(20,696)	(13,560)
Net increase (decrease) in cash		49,002	(123,854)
Cash at beginning of year		92,157	216,011
Cash at end of year	$	141,159	92,157
Supplemental Disclosure			
Interest paid	$	3,619	5,933

CATCHING THE DREAM
STATEMENT OF FUNCTIONAL EXPENSES
For the Year Ended June 30, 2002

Description		Program Services	Management & General	Fundraising	Total
Scholarships & awards	$	379,155	-	-	379,155
Officer's compensation		23,600	12,390	23,010	59,000
Other salaries & wages		35,627	18,704	34,737	89,068
Pension plan contributions		1,484	779	1,447	3,710
Other employee benefits		1,918	1,007	1,871	4,796
Payroll taxes		4,999	2,624	4,874	12,497
Accounting fees		3,259	1,711	3,178	8,148
Supplies		1,497	786	1,459	3,742
Telephone		2,105	1,106	2,053	5,264
Postage & shipping		7,966	4,182	7,766	19,914
Occupancy		10,894	5,720	10,621	27,235
Equipment rental & maintenance		2,315	1,216	2,258	5,789
Printing		5,683	2,984	5,541	14,208
Travel		3,828	2,009	3,732	9,569
Conferences & meetings		9,998	5,249	9,749	24,996
Interest expense		1,448	760	1,411	3,619
Depreciation		7,612	3,996	7,421	19,029
Advertising		1,541	809	1,503	3,853
Automobile		333	175	324	832
Bank charges		171	90	167	428
Dues & publications		852	447	830	2,129
Office & administrative		8,869	4,656	8,647	22,172
	$	515,154	71,400	132,599	719,153

See Notes to Financial Statements.

FREE MATERIALS FROM CTD

The following materials are available free of charge from CTD. Call, fax, write, or e-mail your request and we will send them right away.

- Scholarship application packet for students
- Counselor packet for counselors, tribal education staff
- College Preparation Checklist poster
- Bibliography of Scholarship Directories
- A list of Summer Programs for Indian students
- A list of Exemplary Indian high schools
- A list of seminars that we provide
- The CTD Framework for Improving Indian Schools
- Applications for CTD Grants (see page 13)
- Applications for CTD Awards (see page 8)
- Advertising Rate Sheet for The Native Scholar
- Description/order form for the National Indian Mailing List
- A list of CTD graduates
- A list of students currently on scholarship
- Brochures on scholarships
- Brochures on publications
- A list of professional programs for Indian students

Lois Klingsporn - Owner

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Review of applications will begin 11/15/02

Visit http://www.evergreen.edu/facultyhiring, email facultyhiring@evergreen.edu, call Lisa Strange, Faculty Hiring Coordinator, at (360) 867-6861, or write: Faculty Hiring, The Evergreen State College, 2700 Evergreen Parkway NW, L-2211, Olympia, WA 98505 AA/EOE/ADA

MASHANTUCKET PEQUOT TRIBAL NATION SUPPORTS CTD SCHOLARS

The Mashantucket Pequot Athletic Commission made the largest gift ever from a tribal casino to Catching the Dream this year. The check for $53,800 came from part of the net proceeds of the Native American Classic golf tournament held in the summer of 2001.

Mr. Joseph Carter, the Chairman of the Mashantucket Pequot Athletic Commission, which holds the golf tournament, said "We plan to have the Native American Classic to become a million dollar event in a few years."

"We had 52 foursomes at this year's Classic, but had to turn away 19 foursomes. In the future we will not turn anyone away. Instead we will have two or more tee times to accommodate them all."

Some of the celebrities who played in the tournament in 2001 were former Celtic Jo Jo White, Senior PGA leader Bruce Fleisher, PGA player Jim Thorpe, attorney Johnnie Cochran, Native PGA pro Rod Curl, and hockey Hall of Fame player Phil Esposito.

Others included NBA Hall of Famers Tommy Heinsohn and KC Jones, skater Nancy Kerrigan, Olympic Gold Medalist Billy Mills, all time hits leader and Hall of Famer Pete Rose, and NFL Hall of Fame player Charley Taylor.

The other nonprofits receiving net proceeds from the Native American Classic include the Native American Sports Council and the National Junior Minority Golf Scholarship.

EXEMPLARY APPLICATION FORM

1. List the name of the contact person for the project. This should be a person who directs or works in the program, not an administrator or person who does not work with the program.

   Name of contact:

   Title:_____

   Address:_____

   _____

   City/State/Zip:_____

   Telephone: (___)_____ Fax: (___)_____

   e-mail:_____

2. Describe the focus of the program, specifically. This is the content area, such as reading, dropout prevention, improvements in test scores, etc.

   _____

   _____

   _____

   _____

3. Describe the population the project is intended to reach, specifically in terms of grade levels, areas of residence, tribe(s), social or socioeconomic status, academic performance levels, etc.

   _____

   _____

   _____

   _____

4. Describe the personnel who have worked on the project, from its inception to the present time. Describe their backgrounds, special training, experience, and ongoing professional development. Please include a one-page, abbreviated resume for each person; this resume will be published in the Directory. Tell what each person does for the project, and the years they have worked on the project.

   _____

   _____

   _____

   _____

   _____

5. Please describe any awards the project has won, locally (from the school district), regionally, statewide, or nationally.

   _____

   _____

   _____

6. Please describe the students served, in terms of grades, areas of residence, tribe(s), social or socioeconomic status, academic performance levels, etc.

   _____

   _____

   _____

7. Please show sources of support. If all support has come from your institution, and no special grants have supported the project, state this.

   _____

   _____

   _____

   _____

8. Please describe the indicators used to measure project success. This can be one or several, depending on the nature of the project. If it is only one, just list that one.

   _____

   _____

   _____

   _____

9. Please describe the status of the baseline indicator(s) prior to the initiation of the project.

   _____

   _____

   _____

10. Please describe changes in baseline data over time, from project initiation to the present. Describe any setbacks, false starts, changes in strategy, etc., which are associated with any anomalies in the data.

    _____

    _____

    _____

    _____

    _____

11. Please describe how the baseline data and follow-on data were collected, recorded, scored, and analyzed. Tell who did the analysis, and when. (This should be fairly straightforward, e. g., "We analyzed the reading scores of the CTBS each year and plotted the progress on a chart. The analysis was done by" and so on.)

    _____

    _____

    _____

    _____

12. Please describe any technology that was used with the project, such as computers, reading labs, programmed learning, etc. Tell who used it, how often, how well it worked, etc. If none was used, so indicate.

    _____

    _____

    _____

13. Please describe the methods, in detail, used to bring about the results.

    _____

    _____

14. Please describe how your project can be replicated by others. Is it specific to one population, or one staff person? Are there any difficulties starting it at another location? Will it work with all populations; how and why?

    _____

    _____

    _____

CTD SEMINARS

For 15 years CTD has been providing training to schools, colleges, tribes, nonprofit organizations, businesses, and governments. Each seminar is offered on a MONEY BACK guarantee. If for any reason a client is not satisfied with the training, we will refund the fee IN FULL, no questions asked.

Several organizations have used CTD seminar training as a way of raising revenue for their programs. One session this past April had 110 participants at it, each one of which paid the host $50 for the seminar. The host organization made money!

Some of the benefits of seminar training are:

- Development of Exemplary programs in schools (zero dropouts, 70% or higher college attendance, improved reading skills, improved test scores, improved daily attendance)
- Hundreds of thousands of new dollars through successful grant seeking
- Better management skills
- Cultural sensitivity on the part of staff
- Better staff morale and performance
- Better writing skills for you and your staff
- Getting your students totally ready for college and cutting down on the high dropout rate from college.

GENERAL MANAGEMENT

- ❑ Management Planning
- ❑ Managing People
- ❑ Basic Supervision
- ❑ Improving Management Skills
- ❑ Business and Report Writing
- ❑ Communication for Results
- ❑ Motivating People
- ❑ Leadership and Motivation
- ❑ Effective Time Management

FUND RAISING AND HUMAN SERVICES

- ❑ How to Write Wining Proposals (our most popular one)
- ❑ Management of Nonprofit Corporations
- ❑ What Are You Doing with Your Impact Aid?
- ❑ Education and Culture in the Classroom
- ❑ Achieving Excellence in Indian Education
- ❑ Preparing Indian Students for College (our basic seminar)
- ❑ Basics of Fund Raising
- ❑ Basics of Boardsmanship

Contact us for more information about presenting one of these high quality seminars for your staff!

SCHOLARSHIP DIRECTORIES

There are four ways to find scholarships-using printed directories, the internet, using list of scholarships at your chosen college, and researching in your community. The best of the four ways is scholarship directories. Unfortunately, almost none of the 740 Indian high schools has these directories in their libraries. They are thus depriving Indian students of a valuable chance to pay for the college of their choice, or even to go to college.

If your high school library does not have these six major comprehensive directories, put your request in writing to have your librarian to buy them. Also, have your librarian apply to CTD for a grant from the Mead Foundation Scholarship Directory Project to buy these directories. (See page 13 for information on the SDP.)

The basic books are:

- Cassidy, Daniel J., "The Scholarship Book." Prentice Hall Press, Paramus NJ 07652. $30
- The College Blue Book, "Scholarships, Fellowships and Loans." MacMillan Library Reference, 1633 Broadway, New York, 10019, 27th edition, 1999.
- Gail Schlachter, "Scholarships, 2001 Edition." Kaplan Books, 1230 Avenue of the Americas, New York NY 10020. $25.
- Gail Schlachter, "Financial Aid for Native Americans, 1999-2001." Reference Service Press, 500 Windplay Drive, Suite 4, El Dorado Hills CA 95762. (916) 939-9620. $42.
- Gail Schlachter, "Directory of Financial Aid for Minorities." Reference Service Press. $45.
- Valerie Webster, "Scholarships, Fellowships, and Loans." 15th Edition. Gale Group, 27500 Drake Road, Farmington Hills MI 48331-5699. $190.

More scholarship directories (most of which are specialized) can be found on page 37. If your library can afford more directories, we urge you to purchase them for your students.

Failure to have scholarship directories on hand in your library, tribal scholarship office, or college library means Indian students can not use them, which restricts their options for college.

"RESEARCH IN INDIAN EDUCATION 2001"

The latest book from Catching the Dream Publishing presents 10 reports from 10 of the leading researchers on Indian education today.

Contributors include Stephen Buggie, Dean Chavers, W. Sakiestewa Gilbert, Keith James, Michael Pavel, Thomas Peacock, Betty Taylor Red Leaf, John Sanchez, and Mitchel G. Wilkinson.

Topics include family violence and school success, Indian students and college preparation, integration of Navajo cultural science knowledge into the curriculum, and personal identity of students and perceptions of science.

Other topics include language and cultural issues, the perceptions of the seventh generation, retention and attrition patterns at a tribal college, the effects of ethno-centric mass media on Indian students, and the effects of grant monies on school achievement.

See page 46 for the order form for this and other CTD publications.

MORE SCHOLARSHIP AND COLLEGE DIRECTORIES

If you are one of the dedicated people, and want to go beyond the basic comprehensive scholarship directories for your high school or tribal library, this list will flesh out your collection.

Take into account that there are over 700 scholarship directories published in the U. S. We should warn you that this field is constantly changing. These publications come and go. Some are updated and renewed for long periods of time, and some are never updated and republished. Be wary and cautious of buying books in this field.

We recommend NOT BUYING highly specialized books. Chances are that none of your students will major in Eastern religions.

We recommend NOT BUYING directories of Indian scholarships. The main reason is that Indian students will glom onto these books and ignore the directories that list non-Indian sources. The problem: the non-Indian scholarships have 99.9% of the dollars. The 150 or so Indian scholarships have actually less than one-tenth of one percent of the dollars, and only five of them have large amounts at all. **Indian students should be looking at non-Indian scholarships, not just Indian scholarships.**

The books listed with an asterisk (*) are especially important to the college application process, but are not about scholarships.

***ACADEMIC PREPARATION FOR COLLEGE.** The College Board, 45 Columbus Avenue, New York NY 10023, (212) 713-8000. 46 pages, 1983. A highly important book for total preparation for college. **An absolute must** for all high schools, counselors, Upward Bound programs, GEAR UP programs, high school libraries, and tribal higher education departments.

ANNUAL REGISTER OF GRANT SUPPORT. National Register Publishing Co., 3004 Glenview Road, Wilmette IL, 60091, (708) 256-6067, toll free 1-800-323-6772.

ART SCHOLARSHIPS. Jean M. Delaney, author. National Art Education Association, 1916 Association Drive, Reston VA 22091.

***BEAR'S GUIDE TO MONEY FOR COLLEGE.** John Bear, Ten Speed Press, P. O. Box 7123, Berkeley CA 94707, (415) 845-8414, toll free 1-800-841-2665

BEAR'S GUIDE TO EARNING NON-TRADITIONAL DEGREES. John Bear, Ten Speed Press, P. O. Box 7123, Berkeley CA 94707, (415) 845-8414, toll free 1-800-841-2665.

***CHRONICLE FOUR-YEAR COLLEGE DATABOOK.** Paul Downes, Chronicle Guidance Publications, P. O. Box 1190, Moravia NY 13118, (315) 497-0330, toll free, 1-800-622-7284.

***COLLEGE BLUE BOOK.** College Board Publishing, P. O. Box 886, New York NY 10101-0886, (212) 713-8000.

***COLLEGE COST BOOK.** College Board Publishing, P. O. Box 886, New York NY 10101-0886, (212) 713-8000.

COLLEGE FINANCIAL AID ANNUAL. College Research Group, Arco Press, division of Prentice-Hall Press, 200 Old Tappan Road, Old Tappan NJ 07675, (201) 767-5937.

COLLEGE MONEY BOOK: HOW TO GET A HIGH-QUALITY EDUCATION AT THE LOWEST POSSIBLE COST. David M. Brownstone and Gene R. Hawes, MacMillan Press, 866 Third Avenue, New York NY 10022, (212) 702-2000, toll free 1-800-257-5755.

CORPORATE TUITION AID PROGRAMS: A DIRECTORY OF COLLEGE FINANCIAL AID FOR EMPLOYEES AT AMERICA'S LARGEST CORPORATIONS. Joseph P. O'Neill, Peterson's Guides, Carnegie Center, P. O. Box 2123, Princeton NJ 08543, (609) 243-9111, toll free 1-800-338-3282.

DIRECTORY OF BIOMEDICAL AND HEALTH CARE GRANTS. Oryx Press, 2214 N. Central Avenue, Phoenix AZ 85004, (602) 254-6156, toll free 1-800-457-6799.

***DIRECTORY OF SPECIAL PROGRAMS FOR MINORITY GROUP MEMBERS: CAREER INFORMATION SOURCES, EMPLOYMENT SKILLS BANKS, FINANCIAL AIDS SOURCES.** Willis J. Johnson, Garrett Park Press, P. O. Box 190F, Garrett Park MD 20896, (301) 946-2553.

***FINANCING A COLLEGE EDUCATION: THE ESSENTIAL GUIDE FOR THE 90'S.** J. B. Margolin, Plenum Publishing, 233 Spring St., New York NY 10013, (212) 620-8000, toll free 1-800-221-9369.

FINANCIAL AID FOR COLLEGE THROUGH SCHOLARSHIPS AND LOANS. Elizabeth Hoffman and Nancy H. Stafford, Richards House, P. O. Box 81208, Wellesley Hills MA 02181, (617) 235-1142.

FINANCIAL AIDS FOR HIGHER EDUCATION. Judy Keesler Santamaria and Oreon Keesler, McGraw Hill, Order Services, P. O. Box 545, Black Lick OH 43004-0545, ISBN 0-697-24151-3, $75, toll free 1-800-338-3987.

FINANCIAL AID FOR MINORITIES IN EDUCATION. Garrett Park Press, P. O. Box 190F, Garrett Park MD 20896, (301) 946-2553.

FINANCIAL AID FOR MINORITIES IN HEALTH FIELDS. Garrett Park Press, P. O. Box 190F, Garrett Park MD 20896, (301) 946-2553.

FINANCIAL AID FOR MINORITIES IN JOURNALISM AND COMMUNICATIONS. Garrett Park Press, P. O. Box 190E, Garrett Park MD 20896, (301) 946-2553.

FUNDING FOR LAW: LEGAL EDUCATION RESEARCH AND STUDY. Oryx Press, 2214 N. Central Avenue, Phoenix AZ 85004, (602) 254-6156, toll free 1-800-457-6799.

FREE MONEY FOR COLLEGE. Laurie Blum, Facts on File, Commerce Clearing House, 460 S. Park Avenue South, New York NY 10016, (212) 683-2244, toll free 1-800-322-8755.

FREE MONEY FOR HUMANITIES AND SOCIAL SCIENCE STUDENTS. Laurie Blum, Paragon House, 90 Fifth Avenue, New York NY 10011, (212) 620-2820, toll free 1-800-727-2466

FREE MONEY FOR MATHEMATICS AND NATURAL SCIENCE STUDENTS. Laurie Blum, Paragon House, 90 Fifth Avenue, New York NY 10011, (212) 620-2820, toll free 1-800-727-2466.

FREE MONEY FOR PROFESSIONAL STUDIES. Laurie Blum, Paragon House, 90 Fifth Avenue, New York NY 10011, (212) 620-2820, toll free 1-800-727-2466.

GRADUATE SCHOLARSHIP BOOK. Daniel J. Cassidy and Michael Alves, Simon and Schuster, Route 9 West, Englewood Cliffs NJ 07632.

GRANTS FOR THE ARTS. Virginia White, Public Service Materials, 5130 MacArthur Blvd, NW, Suite 200, Washington DC 20016, (202) 966-7086, toll free 1-800-424-3761.

GRANTS FOR GRADUATE STUDENTS. John H. Wells and Amy J. Goldstein, Peterson's Guides, Carnegie Center, P. O. Box 2123, Princeton NJ 08543, (609) 243-9111, toll free 1-800-338-3282.

HOW AND WHERE TO GET SCHOLARSHIPS AND FINANCIAL AID FOR COLLEGE. Robert L. Bailey, Arco Press, 200 Old Tappan Road, Old Tappan NJ 07675, (210) 767-5937.

HOW THE MILITARY WILL HELP YOU PAY FOR COLLEGE: THE HIGH SCHOOL STUDENT'S GUIDE TO ROTC, THE ACADEMIES, AND SPECIAL PROGRAMS. Don M. Betterton, Peterson's Guides, Carnegie Center, P. O. Box 2123, Princeton NJ 08543, (609) 243-9111, toll free 1-800-338-3282.

***HOW TO FIND OUT ABOUT FINANCIAL AID: A GUIDE TO OVER 700 DIRECTORIES LISTING SCHOLARSHIPS, FELLOWSHIPS, GRANTS, LOANS, AWARDS AND INTERNSHIPS.** Gail A Schlachter, Reference Service Press, 1100 Industrial Road, Suite 9, San Carlos CA 94070, (415) 594-0743.

INTERNATIONAL SCHOLARSHIP BOOK. Daniel J. Cassidy and Michael Alves, Prentice-Hall Press, 200 Old Tappan Road, Old Tappan NJ 07675, (210) 767-5937.

***JOURNALISM CAREER GUIDE FOR MINORITIES.** (free). The Dow Jones Newspaper Fund, P. O. Box 300, Princeton NJ 08543, (609) 452-2820.

JOURNALISM CAREER AND SCHOLARSHIP GUIDE. The Dow Jones Newspaper Fund, P. O. Box 300, Princeton NJ 08543, (609) 452-2820.

MINORITY GUIDE TO SCHOLARSHIPS AND FINANCIAL AID. Tinsley Communication Inc., 101 N. Armistead Avenue, Suite 208, Hampton VA 23669.

NATIONAL DIRECTORY OF ARTS AND EDUCATION SUPPORT BY BUSINESS AND CORPORATIONS. Nancy A. Fandel, Washington International Arts Letter, P. O. Box 12010, Des Moines IA 50312, (515) 243-8691.

NATIONAL DIRECTORY OF ARTS SUPPORT BY PRIVATE FOUNDATIONS. Daniel Millsaps, Washington International Arts Letter, P. O. Box 12010, Des Moines IA 50312, (515) 243-8691.

NATIONAL DIRECTORY OF INTERNSHIPS. Amy S. Butterworth and Sally A. Migliore, National Society for Internships and Experiential Education, 3509 Haworth Drive, Suite 207, Raleigh NC 27609, (919) 787-3263.

THE DIRECTORY OF ATHLETIC SCHOLARSHIPS. Alan Green, Facts on File, Commerce Clearing House, 460 Park Avenue South, New York NY 10016, (212) 683-2244, toll free 1-800-322-8755.

THE SECRETS OF GETTING FREE MONEY: COMPANY GRANTS. Tim Darth, Lion Publishing, 2801 Camino del Rio, San Diego CA 92108, (619) 543-6410.

THE SECRETS OF GETTING FREE MONEY: EDUCATIONAL GRANTS. Tim Darth, Lion Publishing, 2801 Camino del Rio, San Diego CA 92108, (619) 543-6410.

WINNING MONEY FOR COLLEGE: THE HIGH SCHOOL STUDENT'S GUIDE TO SCHOLARSHIP CONTESTS. Alan Deutschman, Peterson's Guides, Carnegie Center, P. O. Box 2123, Princeton NJ 08543, (609) 243-9111, toll free 1-800-338-3282.

MAKE SURE YOU APPLY

There are over 50,000 scholarships in the U. S. (Cassidy says there are 100,000.) Any student can find at least two to three dozen to which to apply. If the scholarship makes grants in your field of study, your state, and to your college, you should be eligible. Scholarships may spell out other additional criteria such as age, gender, race, marital status, grades, and so forth. For instance, there is at least one scholarship that specifies it makes grants to "C" students. (Most want you to have an "A" or "A/B" average.)

The worst complaint we hear from these scholarship organizations is that they could not give all their money away. The second-worst complaint is that they never get an application from an Indian student.

It is still very true, and has been true for decades, that many scholarship organizations will go out of their way to fund Indian students.

LET US HELP YOU WITH THE PROCESS. We will review your list of proposed scholarships, and your essay, **for free**. Be sure to include your return address when you send it to us.

EXEMPLARY PROGRAMS 2002

The following programs are described in detail in the Fourth Edition of "Exemplary Programs in Indian Education," to be published in November, 2002. For information on ordering the book, please see page 46. These programs are **transforming Indian education**. These programs have made spectacular improvements in student outcomes.

1. The Student Services Project at the **University of Alaska** has had Native students performing better than the overall university student population on pre-calculus, Math 107, Functions of Calculus, since 1992.
2. The Native American Achievement Program at **Arizona State University** has improved the retention rate of Indian students from the lowest of all ethnic groups in the campus to the highest in seven years.
3. The Dropout Prevention Project at **Cass Lake Local Indian Education Committee,** MN, has reduced the dropout rate from 60% to 10% and maintained the low rate for eight years.
4. The MESBEC Scholarship Program of **Catching the Dream**, NM, has maintained a completion rate of over 93% for 15 years and has produced 390 Native American graduates.
5. The **Choctaw Tribal Schools**, MS, have produced hundreds of graduates who went on to college and earned degrees, teaches students in the Choctaw language, and improved daily attendance.
6. The **Chugach School District**, AK, has improved reading scores between 1994 and 2001 from the 28th percentile to the 71st, math scores from the 53rd to the 78th, and spelling scores from the 22nd to the 65th.
7. The **Ganado Adult Education High School**, AZ, produced 41 high school graduates in 2001. Over half of the graduates are in college and a third have jobs.
8. The **Ganado Alternative High School**, AZ, produced 28 graduates in the 2001-2002 school year.
9. The COOL SCHOOL Project at **Ganado Intermediate School**, AZ, has increased student reading levels to over 130 books per year per student and improved test scores to above national norms.
10. The Ganado Learning Arts Development (GLAD) program at **Ganado Primary School**, AZ, has increased student reading levels from only a few books a year to an average of over 190 books per student per year.
11. The **Lapwai School District**, ID, has a Success for All reading program that has improved both reading levels and daily attendance rates.
12. The Education Department of the **Mashantucket Pequot Tribal Nation** has improved daily attendance from below 80% to over 95%, increased the college attendance rate from under 20% to over 70%, and has improved the college completion rate from under 50% to over 70%.
13. The Adult Education Program of the **Mississippi Choctaw Tribe** has produced over 600 GED high school graduates since it started in 1972 and has helped to transform the tribe into the largest employer in southeast Mississippi.
14. The Total Quality Management (TQM) Program at **Mount Edgecumbe High School**, AK, has reduced the dropout rate to near zero, reduced staff turnover to near zero, and sends over 80% of its graduates on to college each year.
15. The Adult Education Program of the **NAMES School**, Denver CO has produced over 150 Indian graduates in ten years and has sent many graduates on to college.
16. The College Preparatory Program of the **Navajo Preparatory School**, NM, has sent 100% of its graduates on to college for four straight years.
17. The Tradition and Technology (TNT) Project of the **Peach Springs School District**, AZ, has a computerized program of teaching the Hualapai language that it uses with all the Native students in the district.
18. The Title IX Resource Room of the **Rock Ledge School District**, WI, has 100% of its Indian students passing the state reading competency test, 80% gaining one or more years of growth in reading, and 70% gaining one or more years of growth in math.
19. The College Preparation Program of **Rock Point High School**, AZ, has sent 100% of its graduates on to college for the past several years.
20. The college preparation program of **St. Michael High School**, AZ, has sent most of its graduates on to college for a period of several years.
21. The Indian Education Project of **Salmon River School**, NY, has reduced dropouts of its Indian students from 57% in 1972 to below 10% and has enrolled over 70% of its graduates in college for 12 years.
22. The College Preparation Program of the **Santa Fe Indian School** in 2001 sent 95% of its graduates on to college and helped them win over $1,000,000 in scholarships. Patricia Schubauer, Counselor.
23. The Focus on Excellence Program of **Wellpinit High School**, WA, has increased daily attendance from below 70% to over 90% in the past 12 years, improved ITBS scores for all grades from below the twentieth percentile to the 50th percentile and higher, and reduced the dropout rate from 60% to near zero.
24. The College Preparation Program of **White Swan High School**, WA, has sent over 80% of its graduates on to college for the past eight consecutive years.

BELLETTO HONORED BY NAVAJO TRIBE

Dr. Peter Belletto, Superintendent of the Ganado Unified School District and Co-Coordinator of the Exemplary Institute/ASIAA meeting, was honored by the Navajo Tribal Council on July 16. He was presented the Leadership Award for Excellence in Education for his 30+ years of service to the Navajo Nation.

Ms. Merlee Arviso, Director of Education, presented the Award to Dr. Belletto in the Navajo Tribal Council chambers. The Council cited his 30+ years of service as an educator and administrator on the reservation, his service on the national level through the National Association of Federally Impacted Schools, his many innovations in education, his respect for the Navajo culture, and his honors in other arenas as reasons for giving the award.

The proclamation was signed by President Kelsye Begaye, Vice President Taylor McKenzie, Education Committee President Andy Ayze, and Education Director Merlee Arviso.

MAKE SURE YOUR SEARCH FOR SCHOLARSHIPS IS COMPLETE

Many Native students applying to CTD for scholarships have not done a thorough search for other scholarships. Many of them have looked for only Indian scholarships. WRONG!

Native students should **LOOK FOR ALL THE SOURCES OF FUNDS FOR WHICH THEY ARE ELIGIBLE**. In computer terms, use not only the key word NATIVE AMERICANS, but use the following terms as they are applicable to you:

Female, Woman, Minority, Engineering, Medicine, Health, Dentistry, Biology, Gifted, Honors, City of residence, Religious affiliation, Business, Accounting, Management, Leadership, Marketing, Chemistry, Fine arts, Computers, Mathematics, State of residence, etc.

We have found that engineering students can find 30 to 50 scholarships, medicine and science students can find 20 or more, social science and education students can find 15 or more, and fine arts students can find 10 or more.

Students should use **scholarship directories**, the **Internet**, and their **local community**. Scholarship directories are available in a good college library, if not in your high school library (see SDP grant on page 12). The internet has dozens of sites for scholarships. To find the ones on your local community, play detective-call everyone you can think of to find them. There are Rotary, Lions, Elks, Moose, VFW, DAR, Optimist, Soroptimist, AAUW, church groups, women's groups, men's groups, business groups, etc., in every community in the U. S. A very high percentage of them sponsor scholarships.

To repeat: The policy of CTD is that **STUDENTS MUST APPLY TO ALL SOURCES OF FUNDS FOR WHICH THEY ARE ELIGIBLE**. Students who do not do this will not have their applications processed until they have finished the process.

THE GETTING READY FOR COLLEGE BIBLIOGRAPHY

The following books are available from Octameron Associates. If you are interested, contact them for price information.

- **DON'T MISS OUT. The Ambitious Student's Guide to Financial Aid.** Describes federal, state, collegiate, and private scholarships. Worksheets to help compute costs.
- **THE A's AND B's OF ACADEMIC SCHOLARSHIPS:** Describes 100,000 scholarships for top students.
- **LOANS AND GRANTS FROM UNCLE SAM.** Everything you wanted to know about Financial Aid.
- **SAT SAVVY: Last Minute Tips and Strategies.** Tips and strategies to boost confidence and scores.
- **MAJORING IN SUCCESS: Building Your Career While Still in College.** Describes internships, volunteerism, cooperative education, and other opportunities for "experiential learning."
- **FINANCIAL AID OFFICERS. What They Do-To You and for You.** An inside view of how financial aid works. Donald Moore is the author.
- **BEHIND THE SCENES: An Inside Look at the Selective College Admission Process.** Edward B. Wall, former Dean of Admission at Amherst College, offers sage advice about how the admission process really works.
- **DO-IT WRITE: How to Prepare a Great College Application.** Former Dean of Admissions G. Gary Ripple helps you write essays that stand out in a crowd. He also covers the rest of the application so you complete the process with ease.
- **COLLEGE MATCH: A Blueprint for Choosing the Best School for You!** How to make sure you are applying to the right colleges.
- **CAMPUS PURSUIT: Making the Most of the Visit and the Interview.** Former Dean G. Gary Ripple encourages students to visit colleges in person and gives advice about the college interview-the kinds of questions to expect and ask, appropriate dress, and the importance of body language.
- **COLLEGE.EDU: On-Line Resources for the Cyber-Savvy Student.** A guide to the hundreds of useful sites on admission, financial aid, admission, and the use of the Internet.
- **CAMPUS DAZE: Easing the Transition from High School to College.** Author George Gibbs, former Dean of Admission and Freshman Life at Muhlenberg College, lets you know what to expect from Day One. Friends, pressures, responsibilities, campus life, things to avoid, things to do.
- **FINANCIAL AID FINANCER: Expert Answers to College Financing Questions.** A question and answer guide that explains hundreds of unusual family circumstances and tells parents how the financial aid process can work for them.
- **THE WINNING EDGE: The Student Athlete's Guide to College Sports.** Scholarship opportunities, NCAA rules and regulations, advice from coaches, sample athletic resumes, strategies, timetables, and worksheets to help you take your sport to college stress free.
- **COLLEGE SAVINGS RX: Investment Prescriptions for a Healthy College Fund**. How to build a healthy college fund without sacrificing future retirement goals or straining current budgets.
- **THE BEST 201 COLLEGES for the Real World.** President Michale Voillt of Robert Morris College helps you rethink the college selection process.

Thanks to Octameron Associates, P. O. Box 2748, Alexandria VA, 22301-2748, phone (703) 836-5480.

DEFERRED GIVING AND MEMORIALS

One of the main areas of emphasis at Catching the Dream (CTD) in the coming years will be developing a stable base of support for the organization. Deferred giving (wills, trusts, bequests, insurance policies, bond that have appreciated, property that has appreciated, stocks that have appreciated, etc.) will be the mainstay of the endowment we need to develop.

Our long range goal is to have $50 million in endowment. We now have only $311,000, so we have a long way to grow yet. At this point, 14 individuals have notified us that they have established a memorial or a bequest to CTD. We need to double this amount in the next two years. Some of the ways donors can help build this endowment are:

CASH GIFTS. Individuals can contribute up to 50% of their adjusted gross income (line 33 of the 1040) as charitable gifts and take the value of these gifts off their income tax dollar for dollar. This lowers the giver's tax bracket and lowers the amount of income tax the individual has to pay. Instead of letting the federal government decide what it will do with your tax dollars, you can decide to give them to the charity of your choice.

APPRECIATED SECURITIES. Donating to charity stocks, bonds and mutual funds which have risen in value are ideal ways to avoid paying full capital gains taxes on the appreciated amounts. Outright sales of such securities will be taxed at ordinary rates. If they have been held for 12 months or longer, however, they can be donated to CTD and the donor can deduct their full market value. The total deduction can be up to 30% of the donor's adjusted gross income. Excess deductions can be carried forward for up to five additional tax years.

LIFE INSURANCE. A person can donate a paid up policy to CTD and deduct the full replacement value. Or a person can buy a new policy and name CTD as owner and beneficiary. (This would probably allow the person to give a much larger gift than the person might be able to give otherwise.) Or a person can add CTD as a secondary or final beneficiary.

REAL ESTATE. Real estate (land, homes, farms, buildings, condominiums, lots, buildings, etc.) that have increased in value can be given to CTD and their fair market value taken as a tax deduction. If the amount is large, it can be carried forward for as many as the next five tax years.

For instance, Bill inherited his mother's house in 1976 when the house was worth $21,000. With rising prices, however, the house was worth $90,000 in 2001. By donating the house to CTD, Bill can take the full $90,000 as a tax deduction in 2002, and carry excess deductions forward for five years if he needs to.

WILLS AND TRUSTS. Wills are ways to make no commitment to pay during your lifetime. Any donations you make to CTD will come from your estate. Trusts can be established in a large number of ways: remainder trusts, lead trusts, unitrusts, and so on. These are highly technical legal instruments. We will be glad to talk to you about them at any time, and find the legal expertise to make them workable.

( ) Yes!! I am interested in learning more about tax-free giving and estate planning, including how to avoid costly inheritance taxes for my heirs.

Name:_____

Address : _____

_____

City:_____ State:_____ Zip Code:_____

Phone: ( )_____

I am ( ) Single, ( ) Married, ( ) Widowed

I have made out my will ( ) Yes ( ) No

My message to you is:_____

_____

_____

_____

_____

INTERNET SCHOLARSHIP SITES

While there are hundreds of scholarship web sites on the internet, most of them are for a specific scholarship. The following sites list a variety of scholarships, some of which are for specific fields of study. The first one is the most complete.

http://www.fastweb.com
http://www.rams.com/srn
http://advocacy-net.comscholarmks.htm
http://www.aicpa.org/members/div.career/edu/jlcs.htm
(Accounting)
http://www.aicpa.org/members/div/career/mini/fmds.htm
(doctoral students in accounting)
http://www.asm.org.educrc/edu23b.htm
(undergraduate microbiology)
http://ugsp.info.nih.gov/InfoUGSP.htm
(NIH undergraduate)
http://scholarships.kachinatech.com/scholars.htm
http://www.nacme.org/univ/scholars.htm
(NACME engineering)
http://content.sciencewise.com/newscholarship/ships3.cfm
(minority scholarships)
http://cbweb10p.collegeboard.org/fundfinder/html/fundfinfo1.htm (The College Board Fund Finder program)

UPCOMING EVENTS

- **November 2-6, 2002**, National Indian Education Association, Albuquerque Convention Center, Albuquerque NM. Call (703) 838-2870, niea@niea.org.
- **November 10-15, 2002**, National Congress of American Indians, San Diego CA, Town and Country Resort. Call (202) 466-7767 or log onto their website at www.ncai.org.
- **January 21-23, 2003** - Western Indian Gaming Conference (WIGC/CNIGA), Pechanga Hotel and Casino, Temecula CA. Call (916) 448-8706 or e-mail vicki@cinga.com.
- **March 13-14, 2003** - Research in Indian Education Conference, Albuquerque NM, Wyndham Airport Hotel. Call Catching the Dream at (505) 262-2351 or e-mail NScholarsh@aol.com.
- **April 9-11, 2003** - National Indian Gaming Association Conference and Trade Show, Phoenix Civic Plaza Convention Center, Phoenix, AZ. Call (202) 546-7711 or contact www.indiangaming.org.
- **April 23-25, 2003** - Eighth Annual Exemplary Institute, sponsored by Catching the Dream and the Arizona State Impact Aid Association, Albuquerque, NM, Wyndham Airport Hotel. Call CTD at (505) 262-2351 or e-mail NScholarsh@aol.com.

HEALTH SCHOLARS VISIT CAPITAL

The National Native American Youth Initiative (NNAYI) took 50 Native students to Washington DC for a week of study at George Washington University this summer. The program is run by the Association of American Indian Physicians (AAIP).

The high school students from across the U. S. were selected based on their intentions to pursue degrees in health, biomedical research, and health policy. The two week study was funded by the Office of Minority Health of the National Institutes of Health.

The program, now in its sixth year, began in 1998 with 23 students attending. The students are between the ages of 16 and 18. During the intense study tour, students make stops at the NIH, at Capitol Hill, the Indian Health Service, and other health agencies. Other speakers included faculty of the GW School of Medicine, who gave the students an introduction to the study of medicine.

In addition to the NNAYI, the AAIP also runs pre-admission workshops for students interested in going to medical school, a summer live-in program for students to shadow physicians for a week, and a mentoring program where students are matched with AAIP physician members and others.

Ms. Carla Guy is the project director for the NNAYI. To get information about the program for 2003, contact her at AAIP, 1225 Sovereign Row, Suite 103, Oklahoma City OK 73108, (405) 946-7072, e-mail aaip@aaip.com. (See picture, page 29)

NATIVE AMERICAN CLASSIC

The Mashantucket Pequot Athletic Commission has held its Foxwoods Native American Classic golf tournament for five years. The tournament in June 2003 will be the seventh annual tournament.

Jim Thorpe, who is now on the Senior Tour, hosted the Fifth Annual Tournament. Also playing were such notables as:

- The Senior Tour's leading money winner Bruce Fleischer
- Former Steelers linebacker Robin Cole
- Senior Tour player and Native American Rod Curl
- Former Rams wide receiver Preston Dennard
- Former NBA Rookie of the Year Ernie DiGregorio
- NHL Hall of Famer Phil Esposito
- PGA champ J. C. Snead
- NBA Hall of Famer Tommy Heinsohn
- Olympic Gold Medal winner Billy Mills
- Olympic skater Nancy Kerrigan.

These great athletes joined another 25 of their peers in the two day event. According to Joseph Carter, Chairman of the Commission, 19 foursomes had to be turned away last year.

"Next year we will expand to accommodate additional foursomes," Mr. Carter says. "We intend to take everyone who wants to play. We will probably have two tee times instead of one."

"This tournament is one of the most fun events the Athletic Commission does. It is growing every year."

CTD is one of three recipients of the proceeds from the tournament, along with the National Minority Junior Golf Scholarship Association and the Native American Sports Council. Contact Joseph Carter, Chairman, MPAC, P. O. Box 3378, Mashantucket CT 06339-3378, phone (860) 396-6727.

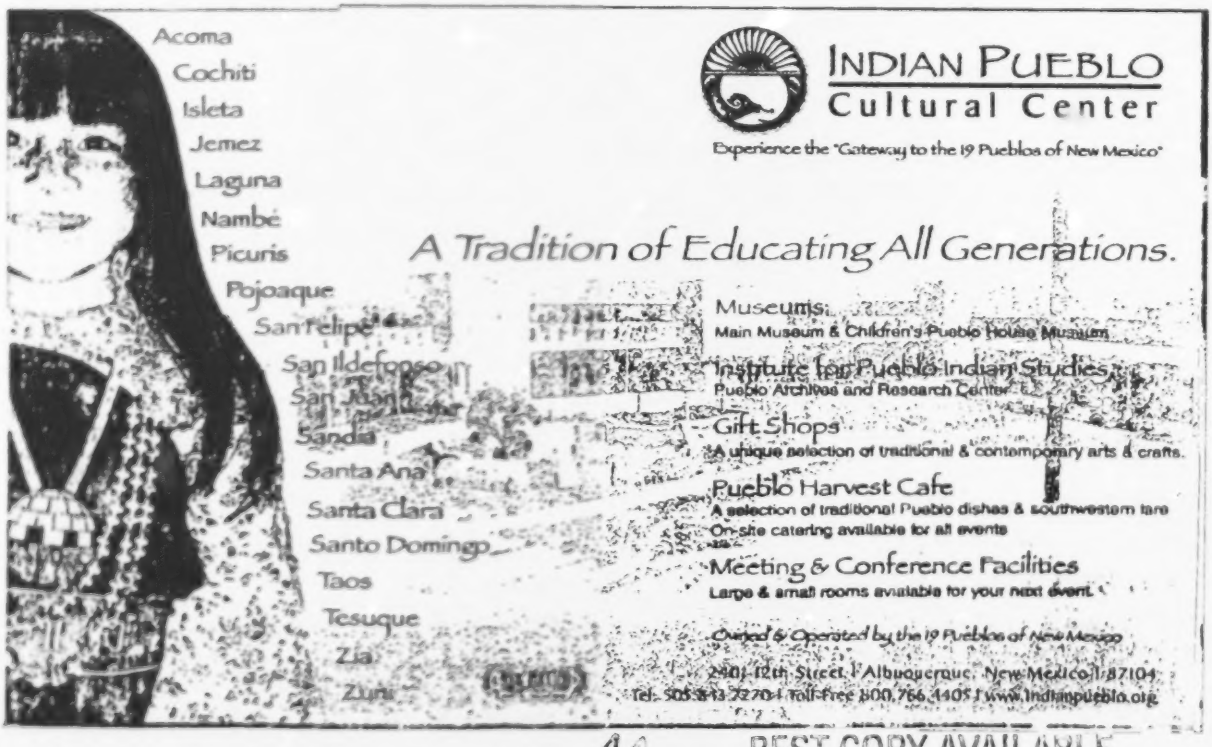
START EARLY

Start your scholarship search and application process early. High school seniors should have their scholarships identified, have their essays written, and have their supporting documentation (birth certificate, transcripts, CIB, etc.) ready before starting their senior year. The earlier you have your search completed, the more money you will win from scholarships.

CTD GRANTS FOR FY 2002

CTD received the following grants in FY 2002. Our total grant income was $520,716.00.

The Chickasaw Nation, Scholarship support.
Cow Creek Band of Umpqua Indians, Scholarships for Tribal Business Management program.
Crane Fund for Widows and Children, Scholarships for widows and children.
Ethicon Endo-Surgery, Inc., Scholarship support.
General Motors Foundation, Scholarships for math, engineering, science, and computers.
Ho-Chunk Nation, General operating expenses.
Hubbard Foundation, General operating expenses.
Lawrence Livermore National Labs, Scholarship support.
La-Z-Boy Chair Foundation, Scholarship support.
LEAF, Ltd., Scholarship support.
Lockheed Martin Corporation/Sandia National Labs, Scholarship support.
Mashantucket Pequot Athletic Commission, General operating expenses and scholarship support.
Maytag Corporation Foundation, General operating expenses.
Millipore Foundation, General operating expenses.
Pitney Bowes Corporate Contributions Program, General operating expenses.
Prairie Island Tribal Council, Scholarship suppport.
Procter & Gamble Fund, Scholarships for the MESBEC program.
San Manuel Band of Mission Indians, General operating expenses.
Shakopee Mdewakanton Sioux Community, Scholarship support.
Sodak Gaming, Inc., Scholarship support
TJX Companies, Inc., Scholarship support.
Union-That-Nothing-Be-Lost Fund, General operating expenses.
The David and Shirley Allen Fund, Scholarship support.
AMB Foundation, Reading Award Program, Native Educator Scholarships, Golden Star Attendance program.
Milton and Sally Avery Arts Foundation, Scholarships for women in Fine Arts.
Frank G. & Florence V. Bohle Scholarship Foundation, General operating expenses.
The Brimmer Fund, General operating expenses.
The Clowes Fund, General operating expenses.
The Dibner Fund, Math and Science Teaching program.
The Doehring Foundation, Scholarship support.
The Ferriday Fund Charitable Trust, General operating expenses.
Philip and Irene Toll Gage Foundation, General operating expenses.
Harburg Foundation, Scholarship support.
The David and Barbara B. Hirschhorn Foundation, Inc., Scholarship support for the MESBEC program.
David Woods Kemper Memorial Foundation, General operating expenses.
E. P. and Roberta L. Kirschner Trust, Scholarships for orphans or single parents under 21 years old.
Lois & Lucy Lampkin Foundation, Scholarship support.
The Loewy Family Foundation, General operating expenses.
McLeod Charitable Lead Trust, Scholarships for juniors and seniors, MAST project, and NES project.
The Giles W. and Elise G. Mead Foundation, Scholarships and scholarship directories for Indian high schools.
The Metzger-Price Fund, Inc., Scholarship support.
The New-Land Foundation, Inc., General operating expenses.
Peter B. & Adeline W. Ruffin Foundation, Scholarship support.
Adolph and Ruth Schnurmacher Foundation, Scholarship support.
Sidney Stern Memorial Trust, General operating expenses.
Thomas Family Foundation, Scholarship support.
Tides Foundation, General operating expenses.
Weiler Foundation, General operating expenses.
The West Foundation, Inc., General operating expenses.



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CALL FOR PAPERS

NATIONAL ASSOCIATION OF NATIVE AMERICAN STUDIES

National Conference, February 17-22, 2003

Abstracts, not to exceed two (2) pages, should be submitted that relate to any aspect of the Native American experience. Subjects may include, but are not limited to: literature, demographics, history, politics, economics, education, health care, fine arts, religion, social sciences, business and many other subjects. Please indicate the time required for presentation of your paper (25 minutes or 45 minutes).

ABSTRACTS WITH HOME AND COLLEGE/AGENCY ADDRESS MUST BE POSTMARKED BY: SATURDAY, November 15, 2002.

SEND ABSTRACTS TO
Dr. Lemuel Berry, Jr.
Executive Director, NANAS
P. O. Box 325
Biddeford ME 04005-0325
Telephone: 207/282-1925, Fax 207/282-1925
Email: naaasconference@earthlink.net, www.NAAAS.org

SUBSCRIPTION ORDER FORM

The Native Scholar is an annual publication of Catching the Dream. The magazine is a news organ, an annual report, and a voice for excellence in Indian education. CTD reserves the right to revise the number of issues per year, the number of pages per issue, the content, and the format of the publication.

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EXEMPLARY INDIAN HIGH SCHOOLS 2002

The following Indian high schools are leading the way toward college preparation for Native students. We encourage all Indian high schools to follow their example and develop a college-preparatory curriculum. The 11 schools listed here represent 1.5% of the 740 Indian high schools in the U. S., which is barely a start on improving Indian education. But we have to start somewhere. Just 15 years ago there were no exemplary programs in Indian Country, as far as we know.

Many of these schools will be presenting workshops at the Eighth Annual Exemplary Institute/ASIAA Annual Meeting in Albuquerque on April 23-25, 2003, immediately before the Gathering of Nations Pow Wow.

CHOCTAW HIGH SCHOOL on the Mississippi Choctaw Reservation in Mississippi has produced many graduates who went on to college and earned degrees. It teaches students in their Choctaw language, and has greatly improved daily attendance. It has helped to reduce the unemployment rate among tribal members from over 40% in 1960 to under 4% today. Contact: Mr. Terry Ben, Superintendent, Choctaw Tribal Schools, Route 3, Box 2, Philadelphia MS 39350, phone (601) 650-1596, fax (601) 656-7338.

CHUGACH SCHOOL DISTRICT has improved reading scores between 1994 and 2001 from the 28th percentile to the 71st percentile. Math scores improved from the 53rd percentile to the 78th percentile, and spelling scores improved from the 22nd percentile to the 65th. The District was the winner in 2002 of the prestigious Malcolm Baldridge National Quality Award, the first school district ever to win the Award in its 15-year history. Contact Mr. Richard DeLorenzo, Superintendent, Chugach School District, 9312 Vanguard Drive, Suite 100, Anchorage AK 99507, phone (907) 522-7400, fax (907) 522-3399.

GANADO ALTERNATIVE HIGH SCHOOL on the Navajo Reservation produced 41 high school graduates in 2001. Over half of the graduates are in college and a third have jobs. Contact: Ms. Lanora Shirley, Principal, Ganado Unified School District, P. O. Box 1757, Ganado AZ 86503, phone (928) 755-1096, fax (928) 755-1005.

MOUNT EDGECUMBE HIGH SCHOOL, a state-supported boarding high school that was formerly a BIA school, is the only school in the U. S. that has completely implemented Total Quality Management (TQM) procedures into its programs. All segments of the school-students, faculty, administration, management, dorm staff, maintenance staff, custodians, and cooks-use TQM, the system developed by the world-famous Dr. W. Edwards Deming. MEHS sends 70% or more of its graduates on to college each year. Staff turnover is close to zero, and student dropouts are close to zero. Students develop their own companies and market their own products, at one point selling smoked salmon to customers in Japan. Contact: Mr. Hal Spackman, Superintendent, Mount Edgecumbe High School, 1339 Seward Avenue, Sitka AK 99835, phone (907) 966-2201, fax (907) 966-2442.

NAVAJO PREPARATORY SCHOOL, owned by the Navajo Nation, has sent 100% of its graduates on to college for the past four years-1998, 1999, 2000, and 2001. It has also reduced its dropout rate to below 10% and increased its capacity from 2000 students to 320 students. Contact: Ms. Betty Ojaye, Director, Navajo Preparatory School, 1220 W. Apache St., Farmington NM 87401, phone (505) 326-6571, fax (505) 327-9213.

ROCK POINT HIGH SCHOOL has sent close to 100% of its graduates on to college for the past four years and has greatly improved its high school completion rate. Contact: Mr. Eddie Mike, Principal, Rock Point High School, Highway 191, Rock Point AZ 86545, phone (928) 659-4221.

SAINT MICHAEL HIGH SCHOOL, on the Navajo Reservation, has sent almost all its graduates, all Indians, on to college for a period of almost a decade. Contact: Sr. Lorraine M. Stein, Principal, St. Michael High School, P. O. Box 650, St. Michaels, AZ 86511, phone (928) 871-4443.

SALMON RIVER HIGH SCHOOL, next to the St. Regis Mohawk Reservation, has reduced a dropout rate of 57% for Mohawk students in 1972 to below 10% in 2002. It sends 70% to 80% of its graduates on to college each year. Contact: Mr. David White, Director, Indian Education Program, Salmon River Central Schools, Bombay-Fort Covington Road, Fort Covington NY 12937, phone (518) 358-9577, fax (518) 358-3492.

SANTA FE INDIAN SCHOOL in 2001 sent 95% of its graduates on to college. Its College Preparation Program helped them win over $1,000,000 in scholarships.The Senior Counselor, Patricia Schubauer, won the award for Counselor of the Year at the Seventh Annual Exemplary Institute. Contact: Ms. Patricia Schubauer, Counselor, Santa Fe Indian School, P. O. Box 5340, Santa Fe NM 87502, phone (505) 989-6301, ext. 5239.

WELLPINIT HIGH SCHOOL, on the Spokane Indian Reservation has increased daily attendance from below 70% to 85% in the past 12 years. ITBS scores for all grades have improved from below the 20th percentile to the 40th percentile and higher. Over 70% of the graduates go on to college. The dropout rate has been reduced from over 60% to near zero. Contact: Mr. Reid Riedlinger, Superintendent, Wellpinit Unified School District, P. O. Box 390, Wellpinit WA 99040-0390, phone (509) 258-4535, fax (509) 258-7378.

WHITE SWAN HIGH SCHOOL on the Yakama Indian Reservation has sent over 80% of its graduates on to college for nine straight years. Its students from the class of 1999 earned over $1 million in scholarship funds. Contact: Dr. Mary Hall, Superintendent, Mount Adams School District, P. O. Box 578, White Swan WA 98952, phone (509) 874-2611, fax (509) 874-2960.

Publication Order Form

QTY	TITLE	PRICE	TOTAL
	THE NATIONAL INDIAN GRANT DIRECTORY *Stacey Jenkins, 550 grant sources, 549 pp., 1999, ISBN 1-929964-00-5*	$99.95	
	THE SECRET OF NO FACE *(1972 reprint) Chief Everett Parker and Oledoska, an authentic Seneca legend, 184 pp., ISBN 0-913246-01-8*	$18.95	
	WHAT ARE YOU DOING WITH YOUR IMPACT AID? *Dean Chavers and Robert Chiago, 170 pp., 1991*	$35.00	
	BASIC FUND RAISING: A TRAINING MANUAL *Dean Chavers, 147 pp., 1986, ISBN 1-929964-03-X*	$39.95	
	MANAGEMENT FOR THE TWENTY-FIRST CENTURY *Dean Chavers, 120 pp., ISBN 1-929964-04-8*	$39.95	
	PREPARING INDIAN STUDENTS FOR COLLEGE *Dean Chavers, 225 pp., 2002, ISBN 1-929964-11-0*	$39.95	
	EXEMPLARY PROGRAMS IN INDIAN EDUCATION *Fourth edition, Dean Chavers, 24 Exemplary Programs in Indian Education, c. 150 pp., ISBN 1-929964-09-9*	$39.95	
	EXEMPLARY INSTITUTE 2002 PROCEEDINGS *2002, 315 pp., no ISBN,*	$69.95	
	DECONSTRUCTING THE MYTHS: A RESEARCH AGENDA FOR AMERICAN INDIAN EDUCATION *Dean Chavers, editor, conference report, 80 pp., 2000, ISBN 1-929964-06-4*	24.95	
	RESEARCH IN INDIAN EDUCATION 2001 *Dean Chavers, et al.,10 research reports, 200+ pp., 2001, ISBN 1-929964-08-0*	$49.95	
	INDIAN STUDENTS AND COLLEGE PREPARATION *Dean Chavers, research report, 39 pp., 2001, No ISBN*	$10.00	
	INDIAN TEACHERS AND INDIAN CONTROL *Dean Chavers, research report, 19 pp., 2001, No ISBN*	$10.00	
	HOW TO WRITE WINNING PROPOSALS *Dean Chavers, 210 pp., 2002, ISBN 1-929964-07-2*	$69.95	
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"Education is the seed that provides spiritual and individual growth."

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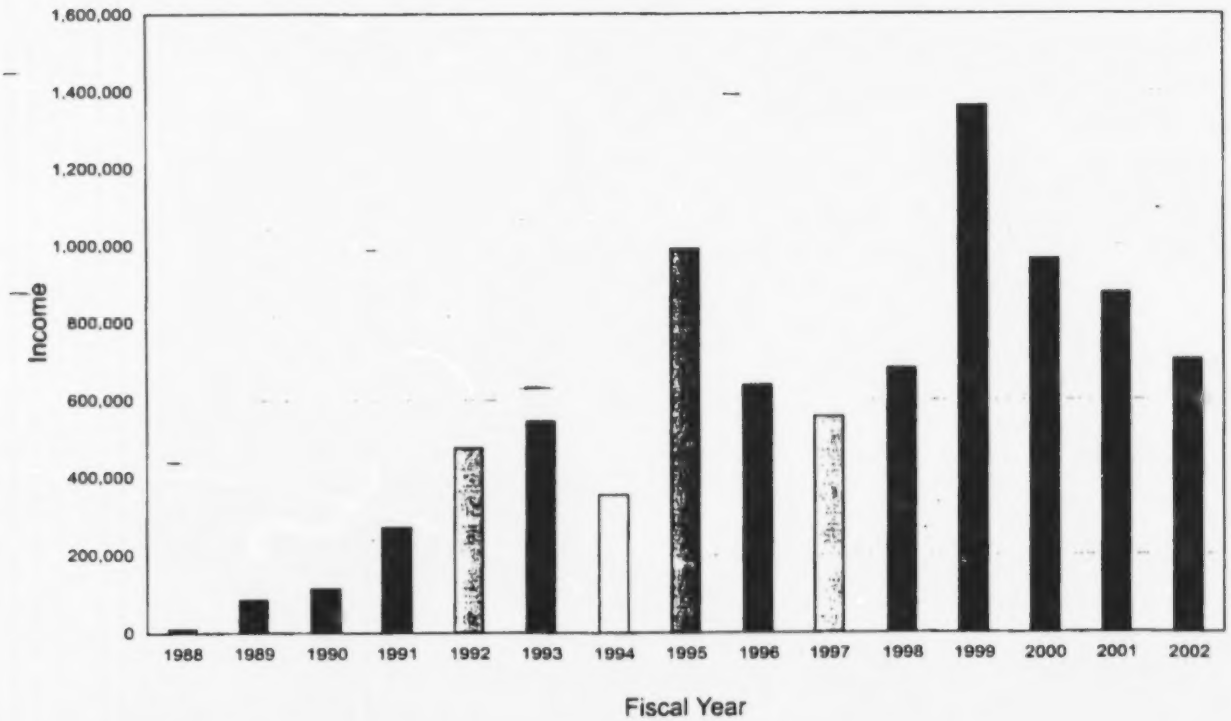

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